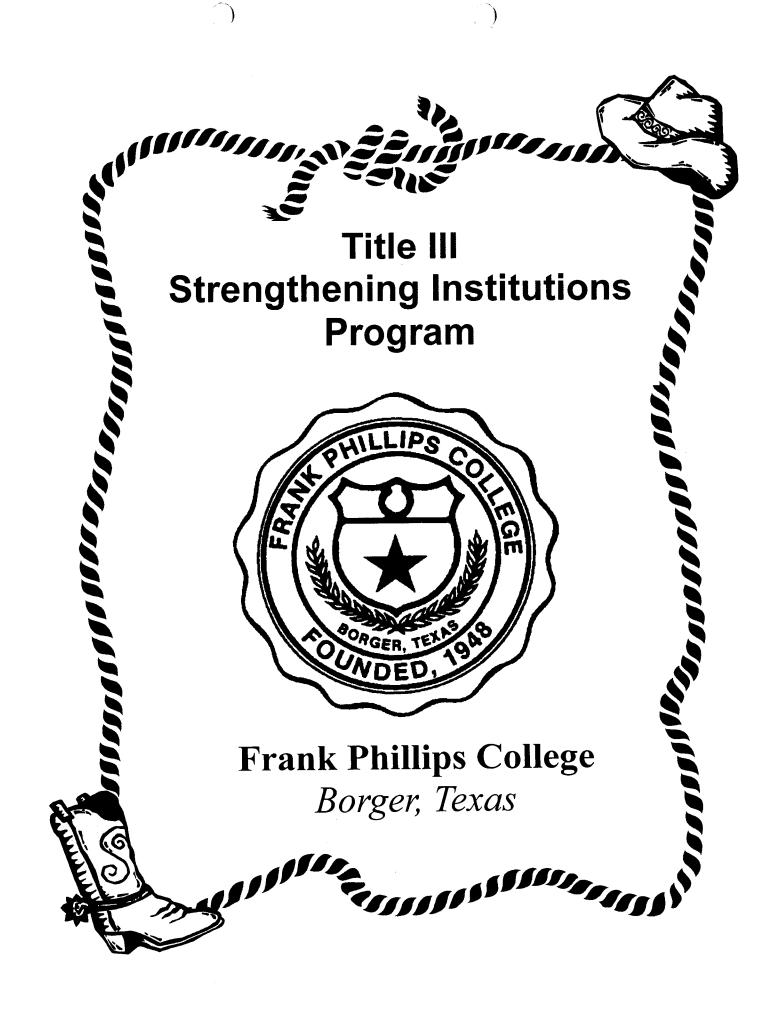
Application for Federal Education Assistance (ED 424)



U.S. Department of Education

Form Approved OMB No. 1875-0106 Exp. 11/30/2004

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Borger City Tel. #: (806) 27	74-5311, X	TX State 732 Fax #: (79008-5118 Zip code + 4 806) 273-7642		K - Other (Specify):		
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Other		. 00	b. Title:	President			
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Continuation of ED 424 -- TYPE ON THE BACK OF PAGE 1, SIDE 1 OF ED 424 (Page 2 of the application.)

1.	TOTAL FALL 199	9 FULL-	TIME EQ	UIVALENT	(FTE)	STUDENTS =	964
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a. Total market value of endowment fund for 1999-01.

562,194.00

b. Total expenditures for library material during 1999-01.

\$11,749.00

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Frank Phillips College Title III Project Abstract

Frank Phillips College (FPC) is a publicly funded, non-profit, comprehensive community college located in Borger, Texas that serves the ten northernmost counties of the Texas Panhandle. The college's service delivery area is dominated by vast expanses of open territory with large distances separating population centers. Individuals possess a solid work ethic, but low levels of educational attainment and income characterize the service area. FPC is the only hope many area residents have of breaking the cycle of poverty and unstable employment.

FPC's ten county service delivery area encompasses a population of 80,593 people (2000 US Census) and a vast area comprised of over 10,000 square miles. The region is rural and isolated. The drive from one end of the college's service area to the opposite is nearly a three-hour journey. Current annual headcount of approximately 2,400 students includes 78% low income and 90% first-generation college students. FPC has a current operating budget of \$7,573,362 for 2002-03 Phone: (806) 274-5311 ext 715 Contact Person: Dr. Herbert Swender, hswender@fpc.cc.tx.us.

Activity-- \$1,537,018 over five years

Improvement of Academic Student Services and Faculty/Staff Development for Student Success

In this activity, FPC will develop and test new intervention strategies to increase and support student retention and success and to empower faculty to better meet the needs of our diverse and at-risk student population. As documented, attrition and student failure rates are high, and persistence to graduation is low. The proposed activity includes the design and development of intervention strategies in components that span the five-year plan:

- System development to strengthen student services and increase student retention including intervention systems for at-risk students, and new programs for assessment, advising, tracking, and tutoring/supplemental instruction; and
- ◆ Faculty development focused on the integration of diversity, technology, faculty advisement, and other strategies for at-risk learners.

Project Management and Evaluation - \$270,465 over five years

Project management and evaluation will provide effective, efficient administration of all Title III project activities and coordinate internal and external evaluations of project activities. Approximately 85% of the total management budget will support a fifty percent-time Title III Coordinator and a Title III Project Secretary. Approximately 4% is for formative and summative evaluation by an outside consultant.

Frank Phillips College's goal is to develop new and effective ways to help students succeed at the college level. Nothing less than a focused, comprehensive strategy will provide us with the knowledge and expertise to address this critical need. Therefore, FPC proposes a comprehensive, multi-faceted activity to focus on our most significant problem—high attrition and student failure. The plan focuses on improving academic student services, developing new teaching techniques, integrating technology, and developing a supplemental instruction program.



Frank Phillips College
Office of the President
1301 W. Roosevelt • P.O. Box 5118 • Borger, TX 79008
806-274-5311 • 1-800-687-2056, ext. 715
www.fpc.cc.tx.us • hswender@fpc.cc.tx.us

March 05, 2003

Margarita Benitez, Director
Institutional Development and Undergraduate Education Services (IDUES)
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, D.C. 20202-5131

Dear Ms. Benitez:

When I came to Frank Phillips College seven years ago, I was appalled by the unmet needs of the community. Located in the rural town of Borger, Texas, Frank Phillips College serves the top ten counties of the Texas Panhandle, and the downturn resulting from an oil-based and agrarian economy has overwhelmed our population. Education is the only hope for empowerment and freedom, and if Frank Phillips College fails to serve the needs of our Northern region, the needs simply will never be met. It is Frank Phillips College or nothing for our students.

Frank Phillips College is committed to making the changes necessary to stop the plague of attrition and failure that is running rampant among our student body. Our proposal is a commitment to the future. The Activity will improve educational outcomes through an investment in our faculty, our classrooms, and a central nervous system that identifies and serves students' needs during every step of their education. Most importantly, we are committed at every level of the college and have attained the support of the Board of Regents and the community to begin a comprehensive path to change. At the end of that road lies the future, a future full of hope and promise that we simply will not allow our students to miss.

The proposal will succeed because of the commitment of the faculty and staff to adhere to the activities outlined. In addition, the financial commitment and the internal administrative structure are designed to keep the Project Coordinator at the right elbow of the president at all times. No project could have a greater impact on the future of the college, and every member of our team is prepared to make whatever sacrifices are necessary to provide our students with the hope and promise they will not be able to get otherwise.

We have managed in the past because of the sheer determination of the faculty and staff who believe that education is the only solution to the growing problems in our society. They are dedicated, creative, and caring. They initiate their own tracking and contacts even with the pathetic resources that we have available. They do so without complaint. But they also realize that they must shape the future, yet they have no tools. I am confident that the support requested in this proposal will hand them the tools they need to shape the future.

Sincerely,

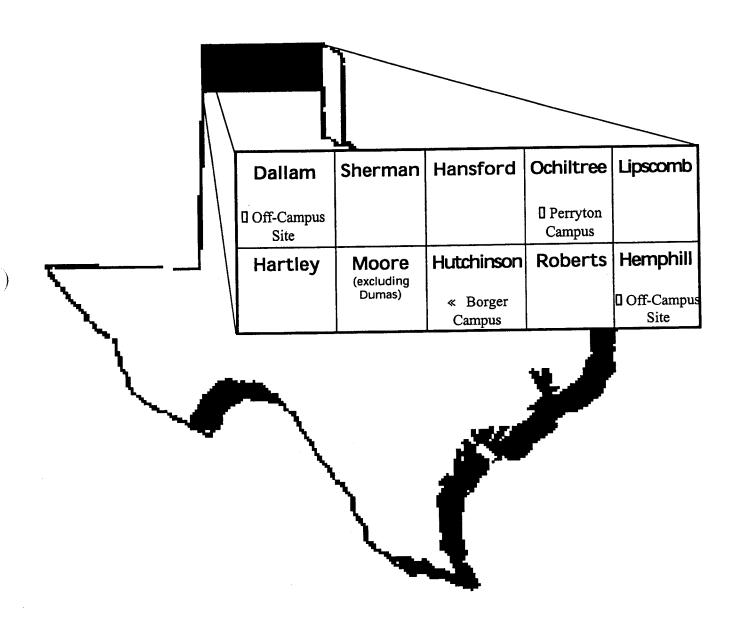
Dr. Herbert J. Swender, Sr.

President, Frank Phillips College

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Frank Phillips College Service Area



PART I - OVERVIEW OF INSTITUTION

A. INSTITUTIONAL NARRATIVE:

Frank Phillips College (FPC) is a publicly funded, non-profit, comprehensive community college, serving approximately 2,400 students each year. FPC serves the ten northernmost counties of the Texas Panhandle, an area dominated by vast expanses of open territory with large distances separating population centers. The college is located in the heart of this isolated and rural area in Borger, Texas (see map on divider page). Borger is the largest city in the region with a population of just over 14,000, but towns like Spearman, Texas (population 1,200) are more typical of the Panhandle area. In fact, while the state of Texas averages 79.6 persons per square mile, the FPC service area averages 6.9 persons per square mile.

FPC's service area is 10,281 square miles, larger than the state of Maryland. The isolation and economic depression of our service area make it difficult for students to empower themselves, even through education. Despite dedicated faculty, staff, and administration, many residents in the service area continue to live their lives in the only way they have ever known, minimum wage jobs with little chance of advancement. While the area's economy has weakened, area residents increasingly look to FPC to make a better life for themselves and their families.

The Borger Junior College District was created by a vote of local citizens in 1946. Because Phillips Petroleum Company had extensive holdings in the Borger area, the board received permission from Frank Phillips, founder of Phillips Petroleum, to name the college Frank Phillips College. The college operated jointly with the Borger Independent School District and shared a facility with Borger High School until the college moved to its present location in 1956. During the seventies, FPC established off-campus sites in Canadian, Dalhart, and Perryton, Texas, and has since expanded its offerings throughout the northernmost counties of the Texas Panhandle. FPC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and offers two-year Associate in Arts and Associate in Science

degrees, which are designed to prepare students for university transfer, and Associate in Applied Science Degrees as well as many different certifications in technical and occupational areas.

Frank Phillip College's Service Area:

The service area of FPC is dominated by poverty, low educational attainment levels, and geographic and cultural isolation. The region's economy is struggling -- unable to recover from the glory of the oil boom days. Rather than oil flowing bountifully throughout the region,

Hutchinson County, the home county of FPC, has been named one of the most economically distressed counties in Texas.

Texas Border Infrastructure Coalition, 2000

individuals now flow to the unemployment lines to apply for public entitlements. The demographics of the college's service area are incredibly diverse with one county citing 40.7% of its population speaking a language other than English at home while only 1% of another county consider English to be a second language. Unfortunately, many of our native and non-native residents are wary of higher education and see it as an impossible, irrelevant goal.

The region is rural and isolated. The drive from one end of the college's service area to the opposite is nearly a three-hour journey. The closest metropolitan area, Amarillo, (population 160,000), is a one-hour drive from the FPC campus and up to a three-hour drive for students in the outlying portions of the district.

Over twenty-five percent of FPC students commute more than two hours round trip to attend courses.

Geographically and economically, FPC is the only higher education option for individuals in the service area.

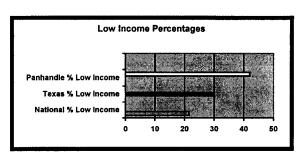
The economy in the Texas Panhandle remains heavily dependent on oil and oil-related industries.

Recent mergers between Phillips Petroleum and Chevron; GPM and Duke Energy; and Philtex-Ryton and Chevron have had a negative impact on employment for the already depressed economy. Low-skilled oil workers have gone from being able to name their wages one week to being one of several thousand standing in unemployment lines. Agricultural productivity—the second largest economic sector—has been reduced to almost zero with nine years of drought hitting the area. Many ranchers are selling off their cattle

and sheep just to stay afloat. These "high" and "low" periods of economic prosperity and sudden declines have created a huge population of low-income residents—the periods of prosperity lasting just long enough for a new generation of workers to be fooled by the "good times," leaving low-skilled, poorly educated workers. Data from the Texas Workforce Commission shows that during the last twelve years, the unemployment rate in Texas averaged 5.7%. Hutchinson County averaged 7.1%, and the city of Borger averaged 8.2% with several years above 9%.

It is no surprise that with such an unstable employment base, **42% of families in the service area** are low income. "The number of poor children in Texas is the 2nd worst in the country. More than one in

four children...live at or below the federal poverty level." (Amarillo Globe, 2000). While the economy of Texas is larger than the economies of many small countries, the wealth is not enjoyed by residents of the Texas Panhandle.



(Panhandle Regional Plan ning Commission 2001)

The 2000 United States Census revealed a large percentage of Texas households living at or below poverty levels. Approximately 15% of the families in the FPC service area exist in poverty compared to 9% for US (Census 2000). The Panhandle region is in dire need of training to provide better job opportunities to its residents.

Perhaps the population worst hit by the roller coaster economy is our growing Hispanic population, characterized by low income and low education attainment. According to a United States Census report, by 2025, persons of Hispanic origin are expected to increase from 27.6% of the population to 37.6% of the 2025 state population. This increase in the Hispanic population ranks as the 2nd largest numerical gain in the nation. Currently, Hispanics represent over 24% of the total population in the FPC service area. This represents a 62% increase since 1990.

Historically, residents of the Texas Panhandle have not held higher education with much regard.

Many have followed in the footsteps of generations before, either working in the oil fields or in an agriculture related area. Our service area population is woefully undereducated when compared to the state and nation.

FPC's service area noticeably lags behind the rest of Texas and the
United States with percent of adults with a baccalaureate or higher. Only
16.9% of adults aged 25 or older in the service area possess a
baccalaureate degree or higher, compared to Texas (23.2%) and the
US (24.3%).

The attrition rate in public high schools in the FPC service area averages 27.9% for all students and an appalling 49.2% for Hispanic students.
Intercultural Development Research Association, 2000

• Only 3.4% of Hispanic adults in the service area hold a baccalaureate degree or higher, compared to Texas (7.3%) and the US (10.0%). (US Census 2000).

According to the Intercultural Development Research Association, attrition rates in area high schools are extremely high, averaging almost 50% for Hispanic students. According to the Texas Education Agency (TEA), only about 52% of area high school graduating seniors pursue postsecondary education compared to 65% nationally. Texas requires incoming students to complete the Texas Academic Skills Program (TASP) Test. Data gleaned from the Texas Higher Education Coordinating Board reveals a startling contrast between Hispanic completers and Caucasian completers in the service area regarding TASP scores. While Caucasian students at FPC have a five-year average pass rate of 85% on the TASP, Hispanics show a meager 49% for the same time period.

Frank Phillips College Student Characteristics

Students often encounter insurmountable personal, academic, and financial barriers. Students face an uphill battle attending college, and actually completing any certificate or degree program seems a distant prospect. FPC serves approximately 2,400 students each academic year, and the percentage of

students who are at-risk has been steadily increasing. FPC students are diverse in age, enrollment status, goals, and levels of preparation as shown in the Student Profile Chart.

🖟 🕂 😁 FPC Studen	EProfile Rall	2002 - Artist
	All FPC Students	FPC Minority Students
Low Income	78%	85%
Underprepared	95%	98%
Women	62%	44%
Minority	18%	100%
First Generation	90%	95%
Work while attending	69%	42%
Economically Disadvantaged	90%	N/A
Part-time	31%	15%
Average Age	28.5	20

The vast majority of students
who enter FPC do so with some or all of
the characteristics widely understood to
be barriers to success in college. They
are poor, they are unprepared
academically, and they have unclear
education and career goals. The odds

are stacked against them from the beginning, and for most the journey to graduation is a tremendous uphill struggle. Twenty-five percent of our students come with a GED rather than a high school diploma.

More than 95% of entering FPC students are underprepared and require developmental education in at least one subject area. Ninety-eight percent (98%) of FPC's Hispanic students require remediation in at least one subject area. Students come to us from poor high schools that are too underfunded to have adequately prepared them for college, and a significant number of students in our service area do not graduate from high school at all. The average ACT score for FPC students (19.0) falls well below both the Texas (20.3) and the national average (21.0).

The vast majority of FPC students are classified as low income. Overall, 83% of students require financial assistance to attend college. More than 72% of our students received federal or state aid (grants, Workforce Investment Act [WIA] funds, Texas Rehabilitation Commission [TRC] funds, and/or loans). Approximately 90% of our students enrolled are first generation. This number is even higher among Hispanics with over 95% of Hispanic students coming from families in which parents have not completed college. These students have no academic role models and little or no family support—financial, emotional, or intellectual. Their chances for success are dismal.

Many students constantly juggle their academic endeavors with work and family obligations.

Almost 70% of students work while attending FPC, and more than 56% of students work at least 20 hours per week. Most also have family obligations and/or children to contend with. Sixty percent of our students are female, and 42% of the female students are single parents (Student Surveys, 2003).

Over the last decade, growth of minority students at FPC has more than doubled. Of the total minority student representation, 20% are African American; 7% are Native American; 3% are Asian, and 70% are Hispanic. Of the Hispanic population, approximately 70% come from homes where English is not the predominant language or nearly all family conversations are conducted in Spanish. In addition, since 1990:

- The percentage of minority students has increased from 8% to 20%; and
- The percentage of students receiving financial aid has increased from 48% to 83%.

Frank Phillips College Faculty Characteristics

FPC has a very stable faculty of 31 members. Thirty-five percent have been at FPC more than 5 years and 23% for more than 10 years. The average age of a faculty member is 45. While this longevity and maturity has provided a sense of stability to the institution, it has also hindered the process of classroom innovation.

FPC's faculty are becoming overwhelmed by increasingly diverse student characteristics and their increasingly heavy course load.

"While community and technical college faculty are more diverse than in many other professions, they lag behind the representative diversity of their students. The typical faculty member is an older degreed professional working part-time and teaching one or more classes" (Texas Higher Education Coordinating Board, 2001).

The average load for full-time faculty is 22 hours, and 100% of faculty are currently teaching on overload. When students need classes taught under special arrangements for graduation purposes, faculty will teach them in a "to-be-arranged" basis. Forty percent of the faculty are teaching "tba" classes, and the average load for those teaching is 8 hours above their 22 hours of actual class time instruction!

Only 10% of faculty have a doctorate, and 52% have graduate degrees. The heavy reliance on part-time faculty (84%) makes faculty development efforts difficult but even more necessary. With only 10% minority representation, the ethnicity of the faculty and staff does not reflect the diversity of our students, although effort has been made to improve this situation.

2002 faculty surveys have revealed that the vast majority of faculty (both full and part-time) are eager to learn strategies and techniques to help them become more successful at meeting the needs of our at-risk students. We understand that we are the only higher education institution in the region and that, if students fail here, there is often nowhere else for them to go. We take this responsibility seriously and are extremely committed to improving and enhancing the potential opportunities for our low-income students as we prepare them for the workforce.

B. COMPREHENSIVE DEVELOPMENT PLAN NARRATIVE:

607.22 (a)(1) To what extent does the institution clearly and comprehensively analyze the strengths, weaknesses, and significant problems of its academic programs, institutional management, and fiscal stability? To what extent does the information about the strengths, weaknesses and significant problems result from a process that involved major constituencies of the institution? 12 points

1. Analysis of Strengths, Weaknesses, and Significant Problems and Description of Analysis Process:

FPC's planning and self-study processes, involving all constituencies of the college, have provided an accurate, in-depth description of the institution's strengths, weaknesses, and problems in the areas of Academic Programs, Institutional Management, and Fiscal Stability. (Note: detailed description of the analysis process follows the description of strengths, weaknesses, and problems). In addition to the description of each problem, FPC has also examined the consequences of not solving the problem and the relationship of the problem to proposed solutions. In examining these issues, every effort has been made to maintain objectivity, through reliance on relevant data, internal and external evaluative reports, surveys, and studies. The following table identifies FPC's strengths:

Academic Program Strengths

Faculty and staff commitment to improving the academic success of students.

Dedicated faculty who have expressed an eagerness to learn about integrating technology into the classroom.

Strong Business and Industry Training programs through partnering with areas businesses.

Highly successful Licensed Vocational Nursing Program with extraordinarily high licensure rates.

Low tuition opens doors of opportunity for undereducated, low-income population to pursue college degrees.

Strong articulation agreements with high schools, vocational, and four-year schools.

Special programs to support overwhelming numbers of disadvantaged and at-risk students.

Outreach courses offered in area towns include concurrent enrollment, academic courses, and continuing education courses. FPC has six sites for nursing clinicals.

Successful application and funding of TRIO Student Support Services for 150 participants.

Institutional Management Strengths

Shared governance structure that includes nine elected representatives that serve on the Board of Regents and fifteen committees and numerous task-forces.

Strong Board of Regents, including diversity in ages, ethnicity and a high sensitivity toward minority populations. In addition, the board represents diversity among industry and business in the area.

SACS self-study launched with broad participation, resulting document was representative of the entire college's commitment to improvement and excellence.

Facilities utilization improved through a second learning site as well as partnering for an extended campus in Perryton, Texas, that will be paid for by Ochiltree County tax funds.

Planning emphasized through committees and divisions that propose to improve education and services.

Positive executive leadership through President Swender. He has brought enthusiasm to FPC that has garnered support for new programs and created a progressive vision for the college.

Fiscal Stability Strengths

Strengthening of College Foundation with a 37% increase since 1997.

Resource allocation tied to strategic plan through approval from the Board, which has closely set the

goals and objectives for the institution and the budgetary requests that best support these benchmarks. Increased contract training revenues through business and industry division by 23% during last three years.

Fiscal planning improved through incorporating priority-based budgeting as central theme for decision making with cost center managers presenting their requests with goals and strategies for resource allocation.

Weaknesses and Significant Problems

Academic Program Problem: High Student Failure and Attrition Associated Weaknesses: Ineffective Teaching Methods

Insufficient, Outdated Instructional Technology Limited Faculty Development Opportunities

Insufficient Student Support

Antiquated Student Services

Limited Student Service Resources

Students failure and attrition are severe and growing problems at FPC. Nearly 90% of all entering students fail to complete their college program. Our <u>fall-to-fall attrition rate is 69%</u>, much higher than the state two-year college rate of 48.5% (THECB, 2000) and the national rate of 48.2% for public community colleges (ACT, 2002). A corresponding result of high attrition is **FPC's low graduation rate of only 12% overall, dropping to 10% for Hispanic students.** While FPC has improved minority graduation rates since 1995 (as shown below), our rates are still too low. Nationwide, the average three-year graduation rate is 31.6% (ACT, 2002) with Hispanics at 20.5% (NCES:2000-159 Table 3.1C). In fact, our dismal rates provoked the Texas Higher Education Coordinating Board (THECB) to stress, based on a 2001 site visit, that FPC's "retention and dropout rates need improvement."

Percent Earning a Degree from Frank Phillips College

		Teiceill Eai	iiiiig a Deç	Ji ee ii oiii	Hankin	inps conc	9-	
	1995	1996	1997	1998	1999	2000	2001	2002
Caucasian	13%	14%	12%	13%	14%	13%	12%	11%
African	5%	10%	13%	13%	14%	13%	12%	9%
American	1							
Hispanic	7%	7%	8%	9%	9%	8%	10%	8%
Other	5%	10%	15%	18%	16%	17%	14%	2%

Source: FPC Office of Institutional Research, 2002

Our high attrition is directly related to excessive student failure in developmental and core courses (those required for associate and bachelor degrees in the State of Texas). Not only do math and science courses defeat far too many of our students, but reading- and writing-intensive courses designed to improve critical skills for the workforce as well as transfer to the university setting have high failure rates.

Fall :	2002 Fa	ailure Rates: Core Courses	s (D, W, or	· F)	
Liberal Arts		Science		Math	
Literature	58%	Botany	50%	Business Math	63%
Economics	57%	Anatomy & Physiology	43%	Calculus	57%
American Government	45%	Physics	38%	College Algebra	35%
Rhetoric and Composition	37%	Biology	33%	Trigonometry	31%

Source: FPC Office of Institutional Research, 2002

Clearly, it is imperative that the college develop new teaching strategies and support systems to promote student success. We simply must respond with improved systems and services.

Weakness: Ineffective Teaching Methods

Adams and Marchesani (1999) point out that the "training many college faculty members received in graduate school has ill-prepared them for the social and cultural diversity of today's students. The understandable difficulty for faculty socialized within another historical and cultural situation is to know how best to facilitate diverse student learning." Our instructors have had little or no training in meeting the needs of underprepared and at-risk students and possess few skills for identifying diverse learning styles. Instead, they rely on such traditional methods of instruction as the lecture, favored in over 85% of our academic courses (faculty survey 2002). Our high failure rate in developmental and core courses indicates that what faculty are doing now is not working. Only two instructors have any training in special strategies for at-risk learners. Because of severe budget constraints during the last ten years, we have been unable to offer seminars or training on learning styles or strategies proven successful with at-risk learners. Instructors

rightly point out that they not only have insufficient training and knowledge about diverse teaching methods, but they also have no classroom technology to support such alternatives.

Insufficient, Outdated Instructional Technology

Technology in the classroom is a rare privilege at FPC.

"As an instructor I feel frustrated by knowing there are all these great tools that neither I nor my students can take full advantage of due to lack of training for both teacher and student. This is very frustrating for the student and the teacher. I REALLY want to teach these people how to be successful learners." Gina Morris, Science Instructor

appropriately.

Faculty in each of the three classroom buildings must share a mere seven TV/VCR combinations by reserving them through the library. Except for one space reserved for distance education, more advanced instructional technology is non-existent. Faculty who teach academic courses that would benefit, such as those requiring writing

or verbal participation, have no access to a linked system that would allow students to share information with one another. Furthermore, not a single academic classroom contains equipment—such as a laptop computer and digital projector--that might assist faculty in reaching students with a variety of learning styles. Unfortunately, faculty members must rely on chalk as their visual aid. And even if the technology were available, our faculty is woefully under-prepared to integrate it into the classroom. A 2002 survey found that 71% report chalkboards as the closest thing to a "technological tool" they know how to use in the classroom. Our faculty have, however, expressed an overwhelming interest in using technology and cited a critical need to outfit individual classrooms

Limited Faculty Development Opportunities

Our budget can provide only minimal travel/training allowances, often insufficient to cover the costs of getting to the training site from our remote location in the Texas Panhandle.

Also, time constraints prohibit most faculty members from

"Money is always an issue. Another reason is simply the lack of time. We can't commit to too many things while we still teach our students."

Judy Hart, English Instructor "We only have a small amount budgeted in Biology for professional development, and it won't cover two persons' costs, so we were taking turns. My turn would have cost only \$200, but with the state budget cuts, we don't have even this much money left."

Gina Morris. Biology Instructor

participating in off-campus development efforts even if resources were available. The 1999 SACS report

noted, "Teaching workload seems to be an issue. It is not unusual for instructors to exceed the 21 credit hour maximum workload."

In a 2002 survey, 96% percent of faculty expressed a desire for training to identify and address the needs of under-prepared, at-risk, and minority students. The same survey found that **100% of the full-time**

faculty considered professional development critical and significant to the future success of our students and to the stability and viability of FPC's future. Faculty are, on the other hand, increasingly frustrated with the disparity between their

"Professional development that will strengthen instruction and academic support services is imperative if FPC is to effectively serve its constituency and close the gaps between what students need and what FPC has to offer."

Dr. Penny Coggins, Student Success Consultant, 2001

willingness to learn new teaching methods and the availability of opportunities to seek these new technologies.

The survey also revealed that:

Faculty Sur	vey 2002 Results
92% of faculty felt it was important to offer workshops on how to use technology effectively in the classroom.	79% felt it was important to offer workshops on successful course presentation strategies.
83% responded that they would be willing to participate in faculty development efforts.	83% indicated that technical support (i.e. personnel to provide training) is important to these endeavors.
92% of respondents currently use their office computers for Internet searches and e-mail only.	68% have never used computer presentations, computer-assisted tutoring, or multi-media in the classroom.
92% cite they would use more technology in the classroom if they had the opportunity to learn the technology.	84% reported inadequate training for software and technology.
87% report that FPC has insufficient technical staff to assist instructors with service and training.	83% report they cannot integrate technology due to absence of equipment in the classroom.
88% expressed an interest in a computerized project system for multimedia presentations.	77% rank learning about how to use new instructional methodologies and technologies as their highest priority for professional development.

Unfortunately, FPC has not had the resources to implement a comprehensive faculty and staff development program. With less than .05% of the budget designated for such efforts, no funds are available for individual faculty members' development, and while departmental budgets contain a small amount for travel, it never covers the full cost of even one conference. As a result, approximately 80% of

faculty members get all their professional development at "home grown" in-service meetings. Bringing professional workshops to the college is financially impossible. Consequently, it is not surprising that most faculty teach using antiquated methods and materials. Also hampered by limited instructional technology, FPC faculty fail to convey information adequately to students whose attention span is geared towards television, movies, and video games rather than toward taking notes or reading.

The college employs a significant number of adjunct faculty (82 compared to the 31 full-time faculty), which means that the majority of student credit hours (especially developmental education) are taught by faculty largely without any special training or experience in education. Most adjuncts cannot meet the special needs of our students beyond those related to actual subject matter. In fact, adjunct faculty have many needs of their own. They come to campus, teach their course(s) and leave. Because this is not their primary employment and they have no job security, they generally lack incentive to improve their teaching skills. And even if adjunct faculty were trained in computer assisted instruction (CAI), FPC cannot currently supply computers or multimedia projectors to use in their classes.

Weakness: Insufficient Student Support

Failure to intervene and assist at critical points in our students' academic experience weakens our student support system. We have **no early warning detection system**, other than in basic skills courses, and even here, early warning consists of a letter threatening to withdraw students from all their courses, as required by state policy. At no point are these students contacted or counseled to ensure their success, even though the institution has identified them as high-risk. A single counselor is responsible for advising, planning, and assisting all students.

Supplemental instruction is almost nonexistent for students in core courses, despite the critical need for such support. Math, English, and science classes average failure rates of 40%, yet no computer labs are available for computer-assisted learning. No tutoring is available for students struggling through classes required of all degree-seeking students. Faculty who teach these core courses offer limited

tutoring outside the classroom, but they simply do not have enough time to provide the large number of atrisk students with individual assistance. One science instructor stated, "My students are struggling desperately with their coursework because their study habits are so poor. I wish there was some place to send them so that they could get the help they deserve. I frankly do not have time to meet with all of them." In the 2002 survey, faculty reported the following observations about why a majority of students are not succeeding in core courses:

- 75% have poor study skills;
- 90% would benefit from intervention at some time during the course; and
- 85% would benefit from a trained, qualified tutor in the discipline.

One hundred percent of full-time faculty members noted that their students' greatest deficiency is basic reading, writing, and/or critical thinking skills. Despite desperate needs, the college is falling behind in providing academic support to enhance these key skills. The end result is that the institution fails to respond effectively to students who are at-risk, under-prepared—academically, economically and culturally disadvantaged—and in need of intensive support.

With a 67% increase in the Hispanic population of our service area, the college will continue to

experience a corresponding rise in the number of Hispanic students.

As a result, we desperately need English as a Second Language

services that can help us prepare these students for college courses

as well as for the job market when they leave FPC. But because our

programs are now extremely limited, we fail to meet the needs of a

"Frank Phillips College recently lost the opportunity to serve the needs of several counties when we were forced to table ESL opportunities due to budget cuts. The students in these remote locations now have no access to ESL services." Dr. Herbert J. Swender, Sr., President

growing number of students who require our assistance. Culturally responsive teaching requires design of learning processes that embrace the range of needs, interest, and learning modalities (Wlodkowski and Ginsberg, 1995).

Antiquated Student Services

"The one thing my son would have most benefited from is an orientation class. He didn't really know how to make college life work for him, and he failed because of it."

Silvia Rivera, parent of FPC student

Someone once said that "you never get a second chance to make a first impression," and orientation is FPC's "first chance" with our students.

Currently, orientation is designed for traditional students only and consists solely of a two-hour meeting in the auditorium where first-time, full-time freshmen are given a handbook of rules. Since they do not meet any staff or faculty who might offer them assistance, students suffer because the staff is

unable to raise the students' level of awareness when they first begin their academic careers. Many are amazed that the college has any programs to help them because they have never been introduced to the (admittedly few) existing opportunities. In addition, not one Student Services staff member has expertise in retention, and none have been able to attend retention workshops because of the

expense involved.

Likewise, FPC does not have a coordinated approach for effective assessment, advisement, timely intervention, and tracking of students.

Processes used are outdated, fragmented, and unresponsive to faculty, staff, and student needs. Built-in delays frustrate students and staff alike. Critical student information, such as assessment scores, is collected and circulated management.

A 2001 site visit by the THECB specifically cited FPC as weak and needing improvement in the following areas:

- Registration
- Enrollment
- Assessment
- Advisement
- Counseling
- Retention

student information, such as assessment scores, is collected and circulated manually. As a result, information vital to student assessment, placement, and advisement processes, as well as retention information, is not readily available. Caring faculty and staff are forced to operate in the dark.

Weakness: Limited Student Services Resources

Student Services is critically understaffed, and personnel in this area cannot be effective in assisting students because of their numerous required duties. While some colleges have an adequate number of counselors to advise, plan, and assist students, FPC's lone counselor is the sole person responsible for all types of counseling-including career counseling, which requires a personality test,

interest test, and research. It is sad, but not surprising, that students rarely participate in career counseling, and student interest and awareness are extremely low.

In most colleges and universities, Student Services is the division that assists students in ways that make their college experience enlightening and enhance their prospects. At Frank Phillips College, however, our dedicated Student Services staff have too few resources and too little training for our increasingly diverse population.

Consequences of Not Solving the Problem

Without adequate opportunities for professional development, instructional methodologies that depend on technology will continue to be a mystery to faculty and students at FPC. Classroom teaching will continue on its current path—a path that leads nowhere for most of our students. The deep commitment of our faculty to student success will flounder and continue the downward spiral of high student failure. FPC will continue to miss the mark in providing instructional services critical to its service area. Students will be forced to forego higher education because they have no other options: for them, it is Frank Phillips College or nothing. If we do not give our faculty the resources they so desperately need, our students will have no hope whatsoever.

In a 1999 research report, the National Council for Instructional Administrators indicated that, without strong student success systems, the quality of instruction will erode as faculty are forced to address more and more needs of unprepared students in college-level courses. FPC is a perfect example of how weak student success systems impact academic quality and attrition.

Not mitigating our attrition problem penalizes students, the institution, and the larger community. Without a solution, the prognosis for student success will continue to be minimal and the impact on the college enormous. Residents of our service area cannot achieve economic freedom without responsive higher education. They cannot attain that education without core competencies (reading, writing, math,

computer). Lacking a well-developed system of academic and student support, FPC cannot fulfill its mission and make a difference in their lives.

Proposed Solutions

Seriously concerned about our attrition problem, several groups—with members including Student Services staff, faculty, directors and division chairs, deans, vice president, and president—have studied possible solutions and revised the College Action Plan. These groups first reviewed any barriers to problem resolution, then studied retention literature and strategies that had been effective at other Texas institutions with similar weaknesses. A detailed rationale for the solutions is contained in the narrative for the Activity.

The following solutions were identified through this process:

- Provide faculty development in new teaching methods, technology, supplemental instruction, and small-group tutoring;
- Provide classrooms equipped with technology and develop approaches including incorporation of technology, assisted learning, supplemental instruction, tutoring, and other learning strategies;
- Develop a well-equipped student success center that combines all fragmented learning environments including developmental education, non-credit basic skills, and ESL services into one central location; and
- Develop strong student services, including orientation, assessment, advisement, intervention and tracking.

Institutional Management Problems Limited Access to Critical Student Information Associated Weaknesses:

Ineffective Student Information and Tracking System
Inefficient use of Staff Time to Compensate for Ineffective MIS/SIS
Limited Human Resources to Support Advanced Technology

Ineffective Student Information and Tracking System

As college enrollment has become more diversified, our ability both to track and serve students has become more limited. FPC has not been able to commit the personnel and other fiscal resources to develop effective or efficient information retrieval and tracking systems to support management functions. This problem is particularly critical because all colleges in Texas have received a state mandate to implement accountability measures, but the Texas Higher Education Coordinating Board has provided no additional funding or guidelines to support this process. In addition, all college/university accrediting agencies, including SACS, are now requiring outcome assessments as part of the criteria for accreditation.

Currently, the college has little or no capability to collect and process student data. Internal decision making is stymied, inaccurate, incomplete, or superficial because information is either not available or difficult to decipher. In addition, the college does not have the adequate personnel to collect and interpret data. Consequently, fundamental knowledge of the degree to which the college is meeting its desired educational outcomes is not available to key decision-makers. Inadequate student tracking mechanisms are contributing to students' "falling through the cracks." In short, effective information systems and managerial expertise are urgently needed to assess educational outcomes and implement effective intervention strategies.

FPC is unable to identify students in danger of failing courses or dropping out of college.

We have no mid-semester grade check, and faculty who identify students needing assistance merely talk to them about their progress, if they take any action at all. Furthermore, we have no referral system, and student intervention is not available. The college has neither the means of identifying and tracking the students nor the resources to assist them if they self-identify. Even when a student is "in the system," tracking his or her progress is a time-consuming task. Other than transcript information, which is often incorrect, faculty receive little information to evaluate the success of their courses or students. Our inability to track students from enrollment through graduation limits the college's capacity to serve students and to

make timely, appropriate decisions to support student success. The fate of students who fail to complete their programs is virtually unknown, with no follow-up on students who leave.

Most student information and student reports are collected and calculated manually. Reports requested by administrators can take days or even weeks to produce and are often riddled with errors. Getting accurate information to the Texas Higher Education Coordinating Board in a timely

"Student information is not accessible in any useable form at Frank Phillips College. . . . data collection regarding students is antiquated and completely ineffective. College personnel are making decisions critical to student success based upon outdated, inaccurate information."

Dr. Penny Coggins, Student Success Specialist, 2001

manner affects state funding of the institution. Many Texas Higher Education Coordinating Board reports are returned to FPC staff for "cleaning," a process that increases the time and effort to complete these mandatory reports.

Degree checks must be conducted manually. Student Services staff and faculty advisors do not have access to a computer-based system that would allow them to provide students with accurate, timely information regarding remaining course requirements for graduation. Since degree checks must be done manually, the process is extremely fallible. Students who believe they are near graduation find that they need more courses to graduate and are understandably frustrated. Many simply give up and leave.

FPC has no system in place for accessing, evaluating, or adding to the unified data information base required by the Texas Higher Education Coordinating Board. Required state reports, still compiled by hand, are known to be full of errors. Data for making decisions are not easily available. While information exists in a random fashion, no comprehensive or centralized access system provides feedback at the student, program, institutional, or state levels. Quantitative archival information is not easily retrievable or interpretable and does not "compare apples to apples."

The ineffectiveness of our software has led such functional areas as Admissions and Student Services to seek stand-alone software solutions, while other offices use conventional productivity tools such as spreadsheets and desktop databases to manage and produce student information. The

consequence of this decentralized data management is disaggregation of institutional information, further contributing to our information dilemma.

PowerCampus is a management information system that was purchased by the college in 1991. It has the capabilities to manage information pertaining to student enrollment and advising and financial affairs for the college. However, the modules are seriously archaic, and we have been unable to purchase updates that take advantage of new technology. As a result, none of the modules are properly linked, so advisors cannot access student billing or financial aid data, and the Business Office cannot access student records. Transcript holds require phone calls from one department to another, and likewise, transcript releases require internal phone calls, a very frustrating five or ten minutes for the students who have cleared their obligations.

Faculty and most staff have no access to the existing system. The fear of misusing the system runs rampant among those who understand the training required to use the package. As a result, a simple table listing final semester averages per class is impossible to acquire. Those who understand the system are using it for more pressing and immediate needs, so others who need the information are put on hold indefinitely.

For the last couple of years, a representational committee has investigated several other packages by contacting companies for presentations and visiting neighboring colleges. A great amount of time went into the process, but the conclusion was that PowerCampus is a reasonable system that has good potential for its users. New up-to-date modules that incorporate web-technology need to be purchased and extensive training provided to faculty and staff if the college is to maintain its commitment to accurate and timely record-keeping for the betterment of the student body.

Inefficient Use of Staff Time to Compensate for Ineffective SIS

Because of these data management weaknesses, personnel in all departments waste valuable time performing functions that should be performed automatically by computer. Not only does this situation lower overall productivity, it is beginning to affect morale. In an age where technology is supposed to make our work easier, FPC employees have to work harder to produce fewer results.

"Our biggest problem with it [Power Campus] is that no one knows how to use it properly, and the training is poor and outrageously expensive. There are several components we should purchase to enhance its efficiency but it's simply not within our budget. So our best bet would be to invest money in training and upgrading rather than replacing it."

Shannon Carroll, FPC Associate Dean, Academic Affairs

These problems create inefficiencies, delays, and mistakes not to mention a tremendous amount of frustration for employees and students, as well as the loss of untold hours of productivity. There is no time left for the projects or personal touches that make a college feel special to students and employees.

Limited Human Resources to Support Advanced Technology

If FPC is to implement a true Student Information System, staffing levels and skill requirements must receive serious attention. Most college staff bemoan their lack of training on existing software, a concern that is not unusual in many organizations today. However, we must acknowledge the problem and recognize its impact on staff productivity when examining the investment needed to improve technology infrastructure. Our information systems problems cannot be appropriately addressed without including a model for college-wide training.

Faculty and staff must be trained to use new information systems appropriately to increase student success, including student advising, tracking, and intervention. We also propose to develop and pilot online, interactive training for students' use of information tools we will put at their disposal, thus allowing them access to training without requiring college personnel to deliver it. In these ways, technology training will be pervasive at FPC.

Proposed Solutions

The Strategic Planning Committee, in collaboration with the Vice President/Dean of Instruction, assumed the task of developing a student information system tailored to the needs of FPC. An overriding criterion for its development is that information be easily translated and disseminated in a timely manner for wide use by the entire college. The Planning Committee researched recent literature and reviewed successful models at other Texas colleges, including Amarillo College and South Plains College. A reliable student information system (SIS) with a relational, integrated database is an essential part of the infrastructure required for successful retention systems such as student tracking, advising, early alert, accurate course placement, and system evaluation. The following strategies are proposed as solutions to the problem of an ineffective student information system:

- A comprehensive student tracking system will be developed, enabling faculty, counselors, and academic support services staff to identify and communicate with students when they experience academic difficulty and to provide intrusive advising. In addition, we will be able to evaluate the effectiveness of student retention strategies;
- A computer adaptive assessment system, integrated with the new SIS, will be developed and made accessible to appropriate faculty and staff;
- Data elements required to document student performance indicators for outcomes assessment will be integrated into the SIS, and reports will be provided to users; and
- Campus-wide training will ensure that key personnel know how to use student information components of PowerCampus.

A detailed rationale for strategies chosen is contained in the Activity Narrative.

Fiscal Stability Problem: Inadequate Fiscal Resources Problem: Inadequate Fiscal Resources

Associated Weaknesses:

Texas State Funding Formula Tied to Credit Hour Generation New Funding From Property Taxation and State Aid Unlikely Reduction in College Reserves Severe Budget Cuts Imposed by State Government

Insufficient funding underlies the college's most pressing problems—attrition and the absence of a coherent system for measuring student and institutional outcomes. While it is true that money cannot solve all problems, the scarcity of resources at FPC is a major impediment to growth and self-sufficiency. The FPC Business Office has documented a substantial loss of revenue each year when students do not return from one semester to the next. As a result, fewer services have been available for those students most in need—both the student and the institution are penalized. High attrition rates are costly. Losing one student who generates 30 credit hours per year means losing approximately \$4,200 in state funding, tuition, and fees. Multiply these amounts by the hundreds of students who exit the institution, and the consequences are clear. These losses will only escalate over the next few years as Texas extends performance-based funding into the formula for allocating state funds.

Weakness: Texas State Funding Formula Tied to Performance and Credit Hour Generation

Texas community colleges are funded primarily through legislative appropriations, with the amount distributed to each college linked to the number of credit hours generated by enrollment. However, in the 1990's our student population remained stagnant while inflation rose steadily. As a result, we have been forced to raise student tuition and fees nearly 25%, delay or reject equipment purchases, defer preventative maintenance, and constrict professional development. What little academic and student support services that exist are understaffed and decentralized.

We must be very resourceful in meeting the needs of a diverse, economically and academically disadvantaged population that requires extensive support services and remedial programs. Because FPC is the only open-door post-secondary institution in the northern Texas Panhandle, we must maintain

and strengthen our ability to serve the community by providing essential academic programs. Transfer programs that open the door to four-year universities are juxtaposed with nursing, business, and other vocational programs that support the employment needs of local employers and industries.

As described in the **Institutional Management** section, the college is weakened by its inability to collect, analyze, and disseminate information that would assist faculty, staff, and key decision makers in assessing not only student progress but also the institution's effectiveness in accomplishing its goals and objectives. This weakness goes to the heart of the financial issue because, without access to reliable and meaningful information, good planning, and accurate financial forecasting, we cannot make a valid assessment of our performance.

Weakness: New Funding From Property Taxation and State Aid Is Unlikely

Unfortunately, additional new funding from property taxation and state aid is not on the horizon.

FPC's tax rate is the 6th highest in the state, yet the tax dollars collected are the 6th lowest in the state!

Because of the economic downturn this high rate does not translate into large amounts of money. In addition, an existing high ad valorem tax coupled with a 7.7% decrease in population during the last decade for the college's taxing district, make passage of any rate increase unlikely. As mentioned in the Institutional Narrative, our poor and largely uneducated service area would be unable to withstand any additional tax burden.

Weakness: Reduction in the College's Reserves

A dangerous reduction in the college's cash reserves to cover increasing operational costs has

5,000,000
4,000,000
2,000,000
1,000,000
1,000,000
1994- 1996- 19981995 1997 1999

Mindful of our obligation to serve our district the best we can, we invested \$520,000 on fiber and infrastructure enhancement throughout the campus

weakened fiscal stability over the past five years.

from 1995 to 1997. This necessary administrative decision was critical in elevating FPC's technology above a nearly nonexistent level but has severely encumbered the college's cash reserves. As operating costs have steadily increased our reserves have dropped.

Weakness: Severe Budget Cuts Imposed by State Government

Recent budget cuts ordered by Texas Governor Rick Perry have crippled Frank Phillips College.

After we were already halfway through the year, the state mandated that all public institutions of higher education cut 7% of this year's budget. We must cut 7% of the entire budget even though we have only 50% of the funds left. This catastrophic demand will force the college to cut back on what few opportunities it offers faculty, staff, and students. In addition, the Governor has instructed colleges to cut 12% from the next biennium's budget.

Though Governor Perry has requested that colleges not interfere with money budgeted for student services or instruction, at Frank Phillips College, nothing else is left! We do not get funded for bricks and mortar, nor does our budget include any money for research or further education. If we must cut 24% of the next two years' funding, we will be cutting 24% of our services! Regrettably, our students will suffer most. Because one of the few solutions involves raising the maximum number of students per class (the cap) by at least five and offering fewer sections of each course, faculty will face the added burden of crowded classes with no extra compensation or release time. Raising caps a mere five students per class will give each faculty member approximately 35 new students, the number normally constituting a class! And our atrisk students will be less able to get the personal attention they require for a chance at academic success.

Consequences of Not Solving the Problem

The problem of scarce fiscal resources is not likely to change. Our sinking fiscal resources impede establishment of new programs and services for our at-risk student population. If left unaddressed, resource problems will severely affect our ability to retain students and, ultimately, our ability to operate within our mission. Critical economic situations in the region have reduced FPC's fiscal resources and yet

have brought to the college a rich resource in our increasingly diverse student population. It is imperative that we generate the resources to meet their educational needs. Without FPC, these students have nowhere else to turn. Without these students, FPC fails to meet the needs of its constituency and the descent into failure becomes a real possibility for both our students and the college.

Proposed Solutions

The problem of inadequate fiscal resources must be vigorously attacked by implementing aggressive student retention and success strategies:

- instituting an effective student response system supported by accurate and accessible information;
- improving instructional delivery through better use of technology;
- providing development opportunities for faculty and staff that include release time for training.

The college has strengthened its fiscal planning function by including community, faculty, board member, student, classified staff, professional staff, and administrative perspectives. FPC, through its strategic planning process, has determined that increasing retention and improving the institution's ability to measure outcomes are two major steps that must be taken to achieve fiscal stability. By increasing student retention and opportunities for student success, the college can also increase enrollment and assure that essential funding is not lost. By implementing a student response system, the college will have not only the capability to measure institutional effectiveness, but also the capability to reduce attrition.

Analysis of Strengths, Weakness, and Problems

FPC uses a planning process that involves all major constituents of the institution in the analysis of its strengths, weaknesses, and problems. Through this process, we identified the major problems that our activity is designed to address.

Critical to the planning process is identifying and analyzing conditions that will affect the institution and the community. FPC relied on a variety of approaches to identify and analyze strengths, weaknesses,

and problems as well as to develop plans for institutional improvement. Because broad inclusion is of particular importance to the success of the process, representatives from every constituency base are included in each stage of planning. The strengths, weaknesses, and problems described in the above section were identified through strategic planning, which made use of committee and task-reports, advisory board reports, faculty and student surveys, and the accreditation self-study.

Analysis of Internal and External Environment

As part of its self-study process, FPC includes every employee of the institution as well as students, community members, and advisory board members. In order to plan effectively, FPC relied on the following resources to provide information about the internal and external environment:

THECB reports	Economic / social / and political trends
SACS recommendations	Demographics of region
Research reports and papers	Review of successful Title III proposals
Internal reports	and activities at other institutions
External consultants' reports	Interviews with colleagues and students
Committee reports on student services	Faculty and student surveys
Task-force reports on information	Comprehensive program reviews
systems	Course evaluations
Borger business and industry	

Review and Revise Guiding Documents: FPC reviewed mission statements from each department, program, and division as well as the college mission statement. Revisions reflected our purpose, vision, and values. Furthermore, revised objectives and goals reflected the new mission statements.

Develop Strategic Direction: After reviewing and revising the guiding documents, we modified the planning process to include action items that range from one to five years in length.

Integrate Analysis and Planning: The analysis/planning model implemented at FPC provides a unified and comprehensive approach to institutional planning. Essential to FPC's planning process are the annual meetings and the goals specified by the Division Chairs/Directors Instructional Council, with final authorization by the Administrative Council. These groups receive communication from and relay essential

information to the appropriate college units. Through this system, we have articulated a clear vision for the future. Moreover, all constituents have had the opportunity to provide input and to continue working toward the institutional goals of the college.

Process Participants

	INTERNAL PARTICIPANTS
Board of Regents	9-member board including representatives from diverse segments of the community. Responsible for final approval of the college's Strategic Plan. Yearly board planning sessions allow board members and the president to consider issues brought to them by the campus community as well as the public in order to facilitate the formation of planning strategies. Students, faculty, professional staff, and classified staff representatives have been included with the Board of Regents in all planning sessions.
Administrative Council	Chaired by the President and includes the Vice President/Dean of Instruction, Associate Dean of Student Services, Associate Dean of Academic Affairs, and Dean of Business Affairs. Meets regularly and together participate in all planning sessions including final sessions approved by the Board of Regents. Deans are responsible for collecting and disbursing information to employees in their divisions and often act as the gateway between the divisions and the administration.
The Strategic Council on Planning and Evaluation (SCOPE)	Chaired by the President, and functioning as the President's advisory group, ultimately responsible for making all formal college recommendations to the President. As required, other college directors contribute to focused issues that pertain to their respective areas of supervision. SCOPE ensures that college goals and objectives are tied directly to the budgeting process.
SACS Self Study Committees	Headed by the President and Self-Study Director, input came from the Steering Committee and six criteria committees to ensure that all segments of the institution were represented and that the self-study assessed every aspect of the institution. All employees of the college as well as students and external participants contributed to the self-study process.
Division Chairs/Directors Instructional Council	Chaired by the Vice-President/Dean of Instruction with membership of leaders of all academic areas, this committee reviews the basic proficiency levels and content required of all students. It is primarily responsible for development of specific goals and objectives for individual academic departments.
Data and Technology Committee	Co-chaired by the Director of MIS and the Director of Institutional Research. The committee is made up of faculty, administration, and professional staff representatives.
Recruitment and Retention Committee	Headed by the Associate Dean of Student Services, this group examines factors contributing to student attrition and makes recommendations to the Administrative Council on solutions for addressing these issues. The committee was important to the current Title III planning process in identifying the strengths, weaknesses, and problems of the student support service areas and the proposed solutions.
Faculty Association	Headed by the elected president of the faculty, the Faculty Association reviews issues related to faculty concerns and makes recommendations to the Administrative Council or other appropriate councils.
Institutional Effectiveness Committee	Integrally involved in Title III planning, this group, including advisors, faculty, staff, and administrators, solicits information and advice and reviews all assessment measures used by FPC. This committee, as appropriate, advises the

	Administrative and Division Chair/Directors Councils providing an important feedback loop of outcomes data.
Academic Standards and Curriculum Committee	Chaired by the Vice President/Dean of Instruction, the Academic Standards and Curriculum Committee includes faculty, counselors, and student records staff. This committee has a rotating membership, ensuring fair representation of all academic concerns.
Students	The student body is represented through the Student Government Association and appointment to college standing committees. Student input is also obtained through student surveys including post graduation satisfaction surveys.
	EXTERNAL PARTICIPANTS
Community	The President of the college serves on numerous community service and economic development agency boards and meets frequently to share information and secure feedback from them. The community is also represented through numerous surveys and open-door meetings including Board of Regents meetings, which community members are encouraged to attend.
Advisory Boards	Nearly 150 local Business and Industry leaders serve on advisory panels for various areas of the college. Also includes faculty, administrators, and service agency representatives to obtain advice and recommendations on employer needs, satisfaction with student skill levels, and curriculum development for each career program.
Texas Higher Education Coordinating Board	Provides external review of curriculum by college and university experts, in line with state higher education guidelines.
PowerCampus Training Consultants	Provide technical consultation and training for the college's five-year conversion process to the PowerCampus Software management system. Assisted college in analysis of information problems and proposed solutions.
Accreditation Agency (SACS)	Assesses all programs, academic and career/occupational, and provides substantial recommendations for improvements and report program strengths and weaknesses which contribute to the planning processes.
Student Success Specialist Consultant	Dr. Penny Coggins assessed the academic program in 2001, making substantial recommendations for improving the overall structure and governance of the program
Counselors Roundtable	Composed of area high school counselors who meet each long semester to evaluate integration of high school curricula with college curricula
Tech-Prep Advisory Board	Integration of Region XIV staff who work with FPC staff involved in promoting, assessing, and granting tech-prep credit. Board also ensures student services for the tech-prep candidates.

Our inclusive planning process has resulted in an integrated, comprehensive approach to institutional analysis and planning and has provided the college with a rich description of its strengths and weaknesses in academic programs, institutional management, and fiscal stability. The process has yielded focused statements and produced detailed analyses of our fundamental problems, which must be addressed if FPC is to achieve its mission to provide educational opportunities for this disadvantaged region.

2. Key Overall Goals for the Institution:

607.22 (a)(2)To what extent are the goals for the institution's academic programs, institutional management, and fiscal stability realistic and based on comprehensive analysis? 5 points

Institutional goals and objectives define what FPC must achieve over the next five years to become self-sufficient as an effective and comprehensive community college. These goals were developed through an aggressive and inclusive process and serve as a guide for planning, staffing, and allocation of resources, in addition to reflecting FPC's new mission and vision. Due to page limitations, only those goals that apply to Title III are included.

Academic Program Goals:

- *Strengthen the delivery of student services to improve access, placement, and advisement that
 ensures the retention and success of students through the integration of services, with particular
 emphasis on at-risk populations.
- 2. *Strengthen instruction and alternative delivery methods appropriate for at-risk, under-prepared populations.
- 3. *Employ education outcomes assessment to foster the routine improvement of academic programs.
- 4. *Strengthen education outcomes by incorporating technology in course delivery.
- 5. *Expand educational access for special population students.

Institutional Management Goals:

- 6. *Improve the effectiveness of services to students.
- 7. *Improve the orientation process ensuring that first-semester students become aware of services provided to them as well as become familiar with campus policies.
- 8. *Develop data and a centralized institutional information system to improve student success, academic quality and institutional effectiveness through improved decision-making capabilities.
- 9. *Expand the use of advanced technology to improve instruction, advisement, counseling, institutional data collection and analysis, planning, and performance accountability.
- 10. *Strengthen faculty skills through professional development/training working with at-risk students.
- 11. *Maintain development opportunities for faculty and support staff to improve the quality of services that enhance access, progress, retention, and success of students.

Fiscal Stability Goals:

- 12. *Maintain an enrollment management system with emphasis on retention of at-risk populations.
- 13. *Identify and aggressively pursue external funding to enhance the college's curricula, scholarship, and facilities and improve long-term fiscal stability.
- 14. *Increase FTE and head-count enrollment and services while implementing data tracking that verifies student success and retention rates.
- 15. *Improve cost effectiveness of the total operation of the college by increasing the access to and the use of computer management system software for establishing integrated databases relating to academic coordinated tracking, programs, and services by all appropriate college constituencies.

3. Measurable Objectives for the Institution

607.22 (a)(3)To what extent are the objectives in the plan measurable and related to the institution's goals? And, to what extent will the objectives, if the institution achieves them, contribute to the growth and self-sufficiency of the institution? 5 points

The following measurable objectives are related to our goals for academic programs, institutional management, and fiscal stability. Each was developed through the comprehensive planning process described earlier, and each is designed to increase the levels of student success at FPC. Due to page limits, only those objectives applying to the Title III project are included:

Related Goals	Measurable Objectives
1, 3, 6, 9, 11	By 9/30/08, achieve 90% availability of information needed for advising to faculty and staff through the implementation of a college-wide student information system.
1, 7, 8, 11	By 9/30/08, increase by 50% over baseline 2002-03 the participation in new student orientation.
3, 5, 6, 7, 9	By 9/30/08, increase by 50% the number of student services staff and faculty advisors who incorporate intrusive advising strategies with students compared to 2002-2003 baseline data.
2, 4, 10, 12	By 9/30/08, decrease the number of course drops, withdrawals or failures in core courses by 25% over 2002-2003 baseline data.
2, 6, 10, 12	By 9/30/08, increase by 20% the number of students successfully completing core courses over the baseline 2002-03 level as a result of basic skills curricula, effective teaching/learning methods, and improved student support systems.
2, 10, 11	By 9/30/08, increase faculty effectiveness by having 75% of fulltime and 30% of part-time faculty participation in staff development each year.
4, 5, 10, 11, 12	By 9/30/08, have 50% of the faculty implement curriculum modifications to meet student needs as a result of faculty development activities.
4, 5, 9, 10, 12	By 9/30/08, decrease by 50% the number of faculty who exclusively use traditional classroom lecture-oriented teaching strategies compared to baseline 2002-03.
1, 2, 4, 5, 6, 9, 11, 12	By 9/30/08, increase overall student retention rates from 31% to 46% as a result of strengthened instructional programming and improved student services.
1, 2, 4, 5, 6, 9, 11, 12	By 9/30/08, a 20% increase in minority student retention rates over the baseline 2002-03 levels as a result of strengthened instructional programming and improved student services.

4. Institutionalizing Practices and Improvements

607.22 (a)(4)To what extent does the plan clearly and comprehensively describe the methods and resources the institution will use to institutionalize practices and improvements developed under the project, including in particular, how operational costs for personnel, maintenance, and upgrades of equipment will be paid with institutional resources? 8 points

The activity proposed in this application is the direct product of the dedicated work of our Title III

Task Force and planning committees in a process that has worked for the past three years and has involved a wide range of staff and faculty as well as representatives from each college division and department as we prepare for the future.

Our intensive process of study, analysis, problem recognition, and planning is the basis of our vision. The proposed project seeks to realize success for students of diverse learning styles and cultural backgrounds. Every faculty member and staff person has been involved on committees. President Swender, Vice President Jacobs, and Faculty Association President/Representative Cameron Tucker, have all pledged their continuing support and commitment to the project.

The proposed activity has been designed to institutionalize tested practices and improvements developed with the grant funds in an incremental fashion as the project proceeds. The activity's objectives of strengthening student services, strengthening instructional programs, and providing faculty/staff development include the following methods of institutionalization common to all practices and improvements:

- Leaders (President, Vice President, Faculty, and the Internal Monitoring Team) will clearly and frequently communicate priority of practices.
- Existing college staff (instructional and Student Services) will continue to be actively involved with pilots, feedback, and adjustments as project proceeds.
- Additions or adjustments needed with data collection, analysis, and report availability will receive priority.
- Promotion of the project's progress in college newsletter to inform all personnel of best practices developed and toughest challenges encountered; and to recognize faculty and staff involved.

Institutionalization will follow design adjustments indicated by the evaluation. The Internal Monitoring Team (IMT) will determine and recommend successful practices to the President, appropriate committees, division chairs, and/or program coordinators. The IMT, with the President and Title III Coordinator, will also inform and involve the FPC Instructional Council.

Budgeting for Institutionalization: Institutionalization of costs for continuation of practices is included in the five-year financial plan. Each year, the budgeting guidelines will direct the Title III Coordinator during the FPC budgeting processes to include estimated costs. The Coordinator will prepare budget estimates for institutionalizing practices as each pilot evaluation concludes.

Pilot Testing and Integrating New Systems: FPC's activity has been designed to institutionalize tested practices and improvements developed with Title III funds in an incremental fashion as the project proceeds. The activity represents two components: Student Tracking, Assistance, and Response System (STARS) and Faculty Staff Development for Student Success. The importance and priority of these initiatives will be clearly and frequently communicated by institutional leaders to all faculty and staff through meetings, through a college-wide newsletter, and through recognition of "best practices" developed by faculty and staff involved in the project.

Specific Actions, Timelines, and Resources: Specific actions will be taken to assure the integration of practices and improvements within FPC's operations. The resources needed to integrate the tested practices into FPC's systems include personnel, training, equipment maintenance, and software upgrades. A substantial amount of training can be provided in-house after the grant ends because FPC is "training the trainer" through the strategies described in the Activity. For example, through the proposed project, the faculty will be developing new expertise in curriculum development and will be integrating supplemental instruction, cultural awareness, CAI, and other multimedia learning resources into their curricula. They, in turn, will be qualified to train other or new faculty beyond the end of the grant period.

Equipment maintenance, software upgrades, and technical troubleshooting will be the responsibility of existing technical support staff and the MIS department. Maintenance and repair of computers and other equipment are included in the computer modernization line of the General Fund Budget and any one-time state funds that become available for such use.

Changes in Technology: The technologies that FPC proposes to use in this grant were highly researched and carefully selected. In planning this project, the focus remained on the people within the organization and how technology could best be used to enhance their skills. By enhancing faculty and staff skills, technology improvements will continue to be integrated into FPC's programs and institutional management. In the proposed project, the staff will assure that new software components are compatible with the PowerCampus system and that they are chosen for their potential to help the college overcome the problems and weaknesses described earlier in a cost-effective and efficient manner. The MIS Director and the Data and Technology Committee will oversee and assure system compatibility and will be responsible for maintenance, supervision, and necessary up-grades of all technical equipment after the grant period ends. Maintenance costs will continue to be supported by the college's institutional funds. (No

Facilities Impact: As part of its strategic planning process, FPC examined cost-effective and efficient ways for the college to use existing facilities to fulfill the goals articulated in this proposal. The allocation of space has been planned so that each activity will be adequately accommodated and integrated into existing programs and systems, ensuring successful implementation and institutionalization of Title III practices and improvements.

Program Impact and the Role of Evaluation: The Activity will result in the integration of a new Student Tracking, Assistance, and Response System into our intake and advisement processes, improved instructional programs, and faculty/staff development in curriculum enhancement. A Supplemental Instructional program will increase student success in many of the college-level courses at FPC. These measures will improve student retention and support student ability to complete the college program and remain in college, thus increasing retention and enrollment. Since the state's funding formula for the college is based on enrollment, this projected increase in retention and improvements in student outcomes will have a very beneficial impact on the college's fiscal stability, and, ultimately, on the college's credibility.

In addition, by improving the students' ability to succeed in instructional programs and key college-level courses, the students ultimately benefit through improved college and career opportunities.

Assessment of program, student, and institutional outcomes will also be strengthened. As a result, planning will become more precise and the results more cost effective. The Activity includes a comprehensive evaluation process so that the merits of new strategies, systems, methods, and technologies can be measured precisely and become a permanent part of the institutional fabric. The college has made a concerted effort to include college-wide participation in the evaluation process, thus assuring that the practices and improvements will become an accepted, integral part of institutional processes and organizational structure.

Budget Plan to Institutionalize New Personnel: The institution will, over the five-year grant period, begin to assume the costs for remaining personnel, maintenance, and improvements. By gradually assuming certain personnel costs and other project costs, FPC will assure that the impact on college resources will be minimal when grant funds are no longer available. The following positions represent those costs initially supported by Title III that will be maintained after the five-year development stage:

Retention/Intervention Specialist: Beginning in Year Three, this position (100 percent time) will be institutionalized. As stated in the budget plan at the end of this section, FPC will be assuming an increasing part of salary for this position in Years Three – Five. The funds for the position will be generated from efficiency and increased revenues that will be realized by improving the institution's ability to measure student, program, and institutional outcomes. In addition, state funding will increase due to decreased attrition rates and increased student satisfaction.

	Yea	ir 1	Ye	ar 2	Year 3	Year 4	Year 5	Ye	ar 6
Title III Portion	\$35	,500	\$36	,565	\$32,013	\$25,215	· \$19,978	\$	0
College's Portion	\$	0	\$	0	\$5,649	\$13,577	\$19,978	\$41	1,155

Tutor Trainer/Supplemental Instruction Facilitator Beginning in Year Three, this position (100 percent time) will be institutionalized. As stated in the budget plan at the end of this section, FPC will be assuming an increasing part of salary for this position in Years Three – Five. The funds for the position will be generated from efficiency and increased revenues that will be realized by improving the institution's ability to measure student, program, and institutional outcomes. State funding will increase due to decreased attrition rates and increased student satisfaction.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Title III Portion	\$34,500	\$35,535	\$31,111	\$24,504	\$19,415	\$ 0	
College's Portion	\$ 0	\$ 0	\$5,490	\$13,195	\$19,415	\$39,995	

Student Success Center: Costs beyond 2008 will be paid for out of General Fund (increased revenue due to retention and increase in state funds due to increased credit hour generation.

Equipment: Maintenance of computers beyond 2008 is estimated at \$10,000 to \$15,000 per year and will be paid for by FPC.

By implementing the activity strategies, FPC will increase retention by 15 percent. Based upon 2001-02 data, each student generates approximately \$4,200 in revenue for the college. The following reflects funds generated from a minimum 15 percent increase in retention:

15 percent retention increase = 118(FTE) students 118 students @ \$4,200= \$495,600

The impact of the new programs and services to be developed in this application is clear. FPC will generate through the increase in funds the resources required to integrate new practices and improvements into all of its programs. Revenue from the increase in student retention will meet personnel costs for the positions needed after the conclusion of the grant. Retaining a current student is less costly than recruiting a new student: recruitment expenses could decrease when retention increases. Developing our instructional and student support systems to meet the needs of our diverse student population will retain current students and attract additional enrollment. Many prospective students, intimidated by college-level coursework, are reluctant to risk failure and choose not to enroll. Programs designed to meet the needs of our culturally diverse students will influence enrollment growth.

The associative quality of student retention, that of successful students influencing others to attend their college, is another factor that contributes positively to enrollment and revenue. Studies have shown that peer references are among the strongest influences in college choice. The priority of the proposed activity and its development by the FPC Title III Task Force are well-planned programmatically and financially. The Task Force will see to the continuity of practices tested and adjust for institutionalization. With support from Title III funding, FPC will develop instructional and Student Services systems that will strengthen the college's capacity to achieve self-sufficiency.

PART II: DEVELOPMENT GRANT SPECIFICS

A. ACTIVITY NARRATIVE

Prior Title III Support

Frank Phillips College has never received a Strengthening Institutions grant.

Ranking of Activities

FPC proposes one comprehensive and multi-faceted activity that will effectively address the highest priorities of its comprehensive development plan–increasing the persistence, retention, and graduation rates of our changing student population. The majority of our students come from ethnic and/or economic groups that have historically been at risk, under-served, and under-represented in higher education. The single activity we propose will result in a focused approach that allows us to concentrate on maximizing our most valuable resources—students. Strengthening student and academic support services and providing faculty/staff development are critical components to **strengthening Frank Phillips College**.

Strengthening Student and Academic Support: Orientation, assessment, placement, advisement, academic counseling, and Individual Learning Plans will be re-energized, integrated, and modernized. This college-wide effort will reduce student withdrawal and lower failure rates. We will develop a Student Success Center (SSC) where we can pilot computer-assisted instruction for several disciplines throughout the college. As the hub for all activities related to the Title III project, the SSC will provide a laboratory where faculty can develop and pilot the best methods of facilitating student learning through the use of technology. The Student Tracking, Assistance, and Response System (STARS) developed in this Activity will allow staff, faculty, and students to gain access to critical student data for the first time in our campus history, thus bolstering positive educational outcomes. Also, we will introduce a modified Supplemental Instruction (SI) model to assist students in passing historically difficult courses.

Strengthening Faculty and Staff Development for Student Success: Funds for faculty development and travel currently comprise less than half a percent of the institutional budget. Accordingly,

little development or training has taken place, resulting in outdated instructional methods and frustration for faculty and students alike. While the community and student population are changing, the college and faculty are professionally stymied. To make the changes required to address student needs, instructors will learn to revise curriculum and update instructional methods. This activity component will provide release time for faculty in various disciplines to receive intensive training to design and implement a variety of teaching methods, including CAI (Computer Aided Instruction). Activities will aid developing a multicultural curriculum. Personnel will be in place to help faculty learn how to adjust their curriculum to incorporate technology and diversity. Based on an across-the-curriculum approach, faculty in all courses within the college will have the opportunity to test new methods designed to address the diverse learning styles of our changing student population.

Classrooms will be equipped with technology to enable faculty to apply these new practices. All faculty members will have an opportunity to participate in workshops and seminars and to meet one-on-one with the technologies trainer. The Activity's components will develop the following:

- 1. Proactive intake, advising, and interventions, consisting of development and testing of new and updated PowerCampus system in assessment and placement, orientation, use of Individual Learning Plans (ILPs), and a new intrusive career/academic advising system that includes early warning, referral, and a progressive tracking system. The tracking system will allow students, faculty, and staff to access student information at all critical junctures. Initial input will occur at admissions, advising, and registration. Follow-up input will occur when faculty flag students early in the semester for not making satisfactory progress. Students, faculty, and staff will be able to check progress toward degree completion online.
- Advanced educational success skills will be achieved by developing clinics on a number of
 topics (time management, critical thinking, career planning, taking lecture notes, textbook outlining,
 studying for an exam, learning styles, etc.). With continuous on-line refreshers, brown bags, and online tutorials, a new peer-to-peer tutoring system will improve classroom success.
- 3. A Supplemental Instruction (SI) program will incorporate "model student" academic assistance in

historically difficult classes. Planning staff have analyzed withdrawal and grade records to determine which courses are "high-risk." Modified (2-year college) SI will involve extensive pilot testing, with continuous evaluation and feedback. SI procedures will be revised, improved, and extended to maximize classroom success.

- 4. Training programs for student support and instructional staff will broaden their capabilities to respond to student support needs by acquiring knowledge and using new strategies to support the unique needs of our under-prepared, non-traditional, and diverse students. Computer-aided technologies and media will be incorporated into instruction to support varied learning styles.
- 5. Reformed curricula will integrate strategies for addressing diverse learning styles. Faculty will learn how to create courses which incorporate teaching strategies that support the needs of underprepared, non-traditional, and diverse students.
- 6. The flagship of these interrelated initiatives is the design and development of a comprehensive Student Success Center (SSC).

Evaluation

Both components will include a thorough evaluation each project year and near the end of Year Five. These evaluations are incorporated into each objective, so that relevant data can be reviewed and compared to baselines for each year. These measurable objectives will allow Activity staff and the institution to gauge the effectiveness of pilot programs and determine the impact of new practices on student retention and on course and program completion long term. A detailed discussion of the evaluation process is provided in the *Evaluation Plan*. Baseline year will be 2002-03 in order to measure against the most recent data at the time the project begins.

Major objectives and performance indicators to measure success of the Activity are detailed on ED Forms 851A-2 on the following pages.

607.22 (b)(1)To what extent are the objectives for each activity realistic and defined in terms of measurable results? 5 points

CDANT ADDITION FOR THE TITLE HILL DART A PROCRAMS	PART A PROCRAMS FORMAPPROVED
Title III, Higher Education Act, as amended	
1. Name of Applicant Institution: Frank Phillips College	2. Activity Title: Improvement of Academic Student Services and Faculty/Staff Development for Student Success
3. Major Objectives in Measurable Terms	4. Performance Indicators
Year One (2003-2004) 1. By 9/30/2004, at least 95% of the Retention Committee will approve the	1a. By 1/6/2004, 50% of faculty and staff advisors will participate in redesign of
redesign of Phase I: Intake Systems in the Student Tracking, Assistance and Response System developed to increase student persistence by at	orientation program; 95% of Retention Committee will approve new design. 1b. By 2/1/2004, assessment process, including new nationally-normed
least 15%.	
	levels. 1c. By 3/1/2004, Individual Learning Plan and Student Tracking module will be
	100% installed and integrated into the computer-based student information system
	1d. By 8/1/2004, design pilot test of Intake system (to be conducted in the fall semester), including designation of benchmarks.
2. By 8/1/2004, at least 90% of faculty and staff advisors participating in Phase I Student Tracking. Assistance and Response System (STARS) training	2a. By 8/1/2004, at least 85% of the faculty and staff advisors will be trained in student tracking and the use of the Intake phase of the STARS.
will demonstrate acceptable skill levels in operation and understanding of STARS system and acquire 95% of the identified competencies measured by	
	1
3. By 9/30/2004, as a result of Faculty Development activities there will be a 50% increase in the number of participating faculty teaching English and	5a. At least 50% more English and rumanities lacuity will use CAI, media-assisted instruction, and/or learning styles of underprepared learning and the cultural impacts of student diversity on academic success in their courses.
the cultural impacts of student diversity on academic success into their courses over base year (2002-03).	3b. There will be a 15% decrease in the number of students withdrawing during the first six weeks in spring semester courses in which faculty demonstrate
	that they implemented at least 3 strategies for increasing their teaching effectiveness.
Year Two (2004-2005)	
4. By 9/30/2005, pilot of the new computer adaptive assessment (STARS	4a. At least 75% of the entering students will participate in the computer adaptive
Phase I) will result in a 30% increase in the number of students receiving assessment for course placement, when compared with the baseline year	assessment process. 4b. Of 100 students participating in a pilot test of the ILP assessment instrument,

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act, as amended	
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3. Major Objectives in Measurable Terms	4. Performance Indicators
(2002-03).	at least 75 will file ILPs that meet advisor approval and meet students' career needs with regard to clarification of goals.
5. By 9/30/2005, at least 75% of the participants in the pilot of Phase I of the Student Tracking, Assistance and Response System (STARS) will report increased satisfaction with orientation, assessment, and College/career planning when compared with the baseline year.	5a. Of 100 students participating in pilot test of orientation course, at least 75% will report increased knowledge of the institution and will be satisfied with orientation process, assessment, and degree/career planning.
6. By 9/30/2005, as a result of Faculty Development activities there will be a 50% increase in the number of participating faculty teaching Mathematics who have incorporated the use of CAI, media-assisted instructional methods,	6a. At least 50% more Mathematics faculty will use CAI, media-assisted instruction, and/or learning styles of underprepared learning and the cultural impacts of student diversity on academic success in their courses when
and/or learning styles of underprepared learners and the cultural impacts of student diversity on academic success into their courses over base year (2002-03).	compared to the 2002-03 levels. 6b. There will be a 15% decrease in the number of students withdrawing during the first six weeks in spring semester courses in which faculty demonstrate that they implemented at least 3 strategies for increasing their teaching effectiveness.
7. By 9/30/2005, identify eight "high-risk" courses for inclusion in Supplemental Instruction program	7a. 80% of students who complete SI sequences receive passing grades in paired courses.
Year Three (2005-2006)	
8. By 9/30/2006, 65% of the participants in the pilot of STARS Phase II: Advisement and Tracking (early alert, referral, tracking, and advising systems) will complete all courses with a grade of C or above and transition to the next level or progress in their degree program.	 8a. Of 100 students participating in a pilot-test of the Early Alert and referral system, 65 will complete all courses with a grade of C or above and transition to the next level. 8b. Of 100 students participating in pilot test of career/academic advising component of the STARS, at least 75% will report satisfaction with the advising system.
 By 9/30/2006, at least 75% of the faculty and staff will receive training in Phase II: Advisement and Tracking of the new Student Tracking, Assistance and Response System processes and strategies for assisting the underprepared student and will demonstrate at least a 90% competency on post tests. 	9a. By 9/30/2006, an 8-hour professional development workshop for faculty and staff, emphasizing new student response strategies and methods for serving the underprepared student, will involve at least 75% of the faculty and staff.
10. By 9/30/2006, as a result of Faculty Development activities there will be a	10a. At least 50% more Natural Sciences faculty will use CAI, media-assisted

CDANT APPLICATION FOR THE TITLE III. PART A PROGRAMS	PART A PROGRAMS FORM APPROVED
Title III, Higher Education Act, as amended	mended EXP DATE: 03/31/2003
1. Name of Applicant Institution: Frank Phillips College	2. Activity Title: Improvement of Academic Student Services and Faculty/Staff Development for Student Success
3. Maior Objectives in Measurable Terms	4. Performance Indicators
50% increase in the number of participating faculty teaching Natural Sciences who have incorporated the use of CAI, media-assisted	instruction, and/or learning styles of underprepared learning and the cultural impacts of student diversity on academic success in their courses when
instructional methods, and/or learning styles of underprepared learners and the cultural impacts of student diversity on academic success into their courses over base year (2002-03).	10b. There will be a 15% decrease in the number of students withdrawing during the first six weeks in spring semester courses in which faculty demonstrate that they implemented at least 3 strategies for increasing their teaching effectiveness.
11. By 9/30/2006, pilot test eight additional "high-risk" courses for inclusion in	11a. Pass rate of students in SI sequences increases by 10%, compared to Year Two
Supplemental insurction program.	
12. By 9/30/2007 participants in the pilot of Level II (Pre-Algebra) courses in Math, using Student Success Center will achieve a 20% greater success	12a. Of 100 students participating in pilot of Level II Math courses, 10% more will complete the course with a grade of C or above and transition to the next level than non-nilot students.
13. By 9/30/2007 at least 75% of the participants in the new Phase III Tutoring System will successfully complete the semester.	13a. Of 50-75 students participating in the Tutoring program, at least 75% will complete course for which they are being tutored with C or above.
14. By 9/30/2007 at least 75% of the Social Science faculty participating will demonstrate 90% of the competencies needed to incorporate new teaching strategies including multimedia and CAI, into the curriculum.	14a. At least 25% of the Social Science faculty will participate in learning strategies workshops and develop at least two modules incorporating CAI and other learning assistance into their teaching strategies.
15. By 9/30/2007, as a result of Faculty Development activities there will be a 50% increase in the number of participating faculty teaching Social Sciences who have incorporated the use of CAI, media-assisted	15a. At least 50% more Social Sciences faculty will use CAI, media-assisted instruction, and/or learning styles of underprepared learning and the cultural impacts of student diversity on academic success in their courses when compared to the 2002-03 levels
instructional methods, and/or learning styles of under prepared realises and the cultural impacts of student diversity on academic success into their courses over base year (2002-03).	15b. There will be a 15% decrease in the number of students withdrawing during the first six weeks in spring semester courses in which faculty demonstrate that they implemented at least 3 strategies for increasing their teaching effectiveness.
16. By 9/30/2007, pilot test eight additional "high risk" courses for inclusion in SI.	16a. Pass rate of students in SI sequences will increase by 10% over Year 3.
Year Five (2007-2008)	Abol (II /OCO #15 III II II
17. By 9/30/2008, participants in the pilot of the SI Program will realize at least	17a. Of the students in the identified "high risk" courses, 20% more will complete

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	Title III, Higher Education Act, as amended	amend	,	OMB NO. 1840-0114 EXP DATE: 03/31/2003
1. Name of Applicant Institution: Frank Phillips College	rank Phillips College	2. Ac	 Activity Title: Improvement of Academic Student Services and Faculty/Staff Development for Student Success 	rices and
3. Major Objectives in Measurable Terms	Terms	4. Pe	4. Performance Indicators	
a 20% greater success and retention rate than non-participants.	rate than non-participants.	1	the course with a grade of C or above than non-pilot students.	ndents.
18. By 9/30/2008, at least 75% of the participants in the	ticipants in the pilot STARS program	18a.	Surveys for participants in the pilot-tests of Phase I, II, III, and IV of the	III, and IV of the
	will report increased satisfaction with all phases of student support services,		STARS will indicate that 85% of students are "satisfied" or "very satisfied	or "very satisfied"
when compared with the baseline year 2002-03	ar 2002-03.		with orientation, assessment, placement, early alert, tracking, advising, and	acking, advising, and
			tutoring services.	
19. By 9/30/2008, participants in the STARS pilot will realize at least a 10%	ARS pilot will realize at least a 10%	19a.	19a. Of the participants in the STARS pilot, at least 75% will complete all courses	complete all courses
oreater retention rate than the general student popu	al student population.		with a C or above and transition to the next level.	
20 By 9/30/2008 as a result of Faculty Development activities there will be a	Development activities there will be a	20a.	At least 50% more Business faculty will use CAI, media-assisted	Jia-assisted
	inating faculty teaching Business		instruction, and/or learning styles of underprepared learning and the cultural	arning and the cultural
courses who have incorporated the us	collises who have incorporated the use of CAI, media-assisted instructional		impacts of student diversity on academic success in their courses when	heir courses when
methods and/or learning styles of un	methods and/or learning styles of underprepared learners and the cultural		compared to the 2002-03 levels.	
impacts of student diversity on academic success in	mic success into their courses over	20p.	There will be a 15% decrease in the number of students withdrawing during	ts withdrawing during
haseline year 2002-03			the first six weeks in spring semester courses in which faculty demonstrate	h faculty demonstrate
		_	implementation of at least 3 strategies for increased teaching effectiveness.	eaching effectiveness.
21 By 9/30/2008 as a result of increased student services, integrating CAI,	ed student services, integrating CAI,	21a.	By the end of the grant period, FPC student success and retention rates will	and retention rates will
multimedia instruction, and infusing diversity into the curriculum,	ng diversity into the curriculum,		increase by 15% over the 2002-03 levels.	
overall student success and retention rates will increase by 15% over	ר rates will increase by 15% over			
baseline 2002-03.				

Activity objectives are directly related to the institutional objectives contained in the CDP. Following is a summary of the two components:

Component One: Developing and Testing New Student Tracking, Assistance and Response System

Year 1: Phase I: Develop a new student intake system, STARS (Student Tracking, Assistance and Response System), that integrates orientation, assessment, placement, Individual Learning Plans, and educational planning into the intake process. (Pilot test in Year 2.) Design and Development of Phase I, Student Success Center.

Year 2: Phase II: Develop a new intrusive career assessment/advisement system that includes early warning and intrusive career/academic advising. (Pilot-test in Year 3.) Develop and pilot SI strategies in eight "high-risk" English and Humanities courses. Phase II Development of Student Success Center.

Year 3: Phase III: Develop a new tutoring system that includes an intensive training program for students, paraprofessionals, and staff advisors in tutoring strategies for under-prepared students with diverse learning styles. (Pilot-test in Year 4.) Develop and pilot SI strategies in 8 "high-risk" Mathematics courses.

Year 4: Phase IV: Develop a new Educational Skills course that includes development of student skills in outlining, note taking, test taking, time management, problem solving, reasoning, listening and speaking, transferring learning into everyday life, and reading for comprehension. (Pilot-test in Year 5.) Develop and pilot SI strategies in eight "high-risk" Natural Sciences courses.

Year 5: Phase V: Implement SI strategies in eight "high-risk" Social Sciences courses. Evaluate overall effectiveness of the STAR System by analyzing five-year student attrition rates and institution-wide involvement in and use of the new system. Modify based on evaluation, and pilot modifications.

Component Two: Faculty/Staff Development for Student Success

Year 1: Orient faculty and staff to components of STARS. Release and train lead English and Humanities faculty in alternative learning/teaching styles, use of CAI and multimedia instruction, and methods to infuse diverse learning styles and diversity into the curricula. These faculty will also develop Year 2's SI modules. Provide additional development opportunities for all English and Humanities faculty.

Year 2: Release and train lead Mathematics faculty in the use of CAI and multimedia instruction and in methods to infuse diversity into the curricula. These faculty will also develop Year 3's SI modules. Develop additional development opportunities for all Mathematics faculty.

Year 3: Release and train lead Natural Sciences faculty in the use of CAI and multimedia instruction and in methods to infuse diversity into the curricula. These faculty will also develop Year 4's SI modules. Offer

additional development opportunities for all Natural Sciences faculty.

Year 4: Release and train lead Social Sciences faculty in the use of CAI and multimedia instruction and in methods to infuse diverse learning styles/diversity into the curricula. These faculty will also develop Year 5's SI modules. Offer additional development opportunities for all Social Science faculty.

Year 5: Release and intensively train lead Business Administration faculty in the use of CAI and multimedia instruction and in methods to infuse diversity into the curricula. These faculty will also develop SI modules for use after grant period. Offer additional development opportunities for all Business Administration faculty. Train faculty in curriculum improvement, follow-up, and evaluation. Train staff in methods for working with diverse student populations.

2. Narrative Showing Relationship of Activity Objectives to the Comprehensive Development Plan

607.22 (b)(2)To what extent are the objectives for each activity related to the problems to be solved and to the goals of the comprehensive development plan? 5 points

Relationship to College Goals

FPC's CDP clearly identifies student attrition, high student failure rates in core courses, and the college's insufficient response to at-risk and other under-prepared students as essential problems, weakening the college's academic programs and deterring student progress. Clearly, helping students to persist and complete their college goals is a top institutional priority.

Documentation provided in the CDP demonstrates that students who enter FPC with skill deficiencies and few academic survival skills have little chance of succeeding. Because current student support services are not designed to respond to the needs of these students, one solution proposed in the CDP is to revamp academic Student Services completely, replacing a "non-system" of disjointed and outdated services with a comprehensive, integrated system, a "central-nervous system" where students' needs are addressed and met. In addition, the faculty and staff require training in working with the college's increasingly under-prepared, at-risk, diverse student population. The faculty also needs training for incorporation of computer-assisted and multimedia-assisted instructional techniques into their curricula. This Activity directly supports the overall and unit goals outlined in the college's CDP.

experience. We are committed to improving the success rates of our students. To achieve this goal, we thoroughly reviewed recent literature on student success and integrated our findings into the Activity components. According to the *Enrollment Management Report* "Retention" (August 2000), successful retention programs are highly structured, interlock with programs and services, rely on extended, intensive student contact, place special emphasis on faculty and staff quality, and track and monitor students.

Literature Review for Student Support Services

To be effective, advising and support procedures must be proactive rather than reactive (Muller, 1996). At FPC, advising often happens too late for effective intervention or not at all. Research and review of advising practices at other two-year institutions in Texas (using literature provided by THECB) reveal other elements essential to successful advisement programs:

- 1. Advisors must be trained not only in knowledge of academic programs, support systems, and available services, but also in ways to **identify** students who are at risk of failure and need effective intervention.
- 2. Advisors must routinely have the means to follow/track a student's progress throughout any given semester, using pre-determined benchmarks, and have the capability to intervene at any time.
- 3. Sophisticated computerized assessment and placement instruments are now available for identifying Basic Skills proficiency levels. These nationally-normed assessment instruments provide prescriptive information for appropriate student placement.
- **4.** Students must understand the relationship between their career aspirations, capabilities, and education. Effective advising establishes an Individualized Learning Plan (ILP) for each student to guide decision making and appropriate academic course selection.
- **5.** The Advising system must be capable of recognizing very early in the semester whether a student will require intervention services for academic success. An effective tutoring program must support the system.
- **6.** A strong tutoring program provides supportive tutors, trained to provide assistance to under-prepared students, adult students, and students with diverse learning styles. For tutoring to be an effective intervention strategy, an effective structure for selection and training of tutors must be developed.

<u>Literature Review for Tutoring and Supplemental Instruction:</u>

The Supplemental Instruction (SI) model of student academic assistance helps students in historically difficult classes master content while they develop and integrate learning and study strategies.

Goals of SI include (1) improve student grades in targeted historically difficult courses: (2) reduce the attrition rate within these courses; and (3) increase the eventual graduation rates. All

"Training is the most critical factor in the success of tutoring programs." Boylan, Bliss & Bonham, 1997

historically difficult courses rather than high-risk students are targeted (Center for Supplemental Instruction, UMKC, www.umkc.edu/cad/SI). Analysis of data on grades and withdrawal rates at the University of Missouri, Kansas City, found that SI participants earned a

students in a target course are urged to attend SI sessions, which carry no remedial stigma since

significantly lower percentage of unsatisfactory final course grades and

significantly higher percentage of "A" and "B" final course grades and a

"Student Success Centers create a 'learner-centered environment' and 'sense of place'." Silverman, 2000

withdrawals. Similar results have been documented at the University of Texas, where gains between onehalf and one grade point were documented when SI students were compared to non-SI students. (University of Texas web page, www.utexas.edu/student/lsc) Strong tutoring programs have also been shown to impact student success and retention. Boylan (1999) notes that "tutoring consistently has been found to contribute to student success in courses and improved retention at the institution. This is particularly true when it is accompanied by strong tutor training."

Literature Review for Faculty/Staff Development

As O'Banion (1997) points out, community colleges are currently undergoing a transformation from teaching-centered to learning-centered institutions. Strong faculty development and instructional programs must accompany strong student services programs. Teachers must be taught "Professional Development should be viewed as a critical component of reform!" Enriching Professional Development, ED 465495, 2001

how to best help students learn and not just how to teach. Adams and Marchesani (1999) add that "the

training many college faculty members received in graduate school has ill-prepared them for the social and cultural diversity of today's students. Faculty development opportunities are essential to aid faculty members in offering the best possible instruction for today's students."

A faculty development program that honors diversity is one that occurs in an on-going formalized manner. A brief weekend seminar is not sufficient for a teacher to understand the rich cultural backgrounds of our Hispanic students. FPC instead needs an efficiently run program that constantly reiterates ways to learn about diverse cultures and that makes opportunities available to busy faculty and staff.

McTighe-Musil (1997) adds that, simply stated, "faculty can't teach what they don't know. Investments in faculty development pay large dividends across institutions. Engaging faculty in new scholarship and pedagogy changes more than a single course; it potentially alters all the courses a faculty member might teach. Faculty development is the only way to make lasting curricular change."

Visits from Authorities

Dr. Penny Coggins, an expert in Student Success Systems, visited the FPC campus in 2001. In her analysis of systems, programs, and services, Dr. Coggins reported that "It is highly recommended that the college's efforts be centralized and comprehensive—the focal point for success and retention activities. The centralized program can become a comprehensive program, often called a **Student Success Center**. A comprehensive Student Success Center becomes the natural bridge within the institution connecting instruction and student services. Within the Student Success Center students find help for learning about themselves as learners. Students find tutorial help that supports classroom learning. They learn to apply technology to the learning process and they learn to become proactive partners in the teaching and learning process. The Student Success Center is where students go for help to eliminate barriers that impede success." Furthermore, Dr. Coggins cited needs for student information usage training and tracking as well as professional development for faculty and staff dealing with at-risk students.

Reviews of Programs at other Institutions

The rationale for developing a new Student Tracking, Assistance, and Response System (STARS) that will meet these requirements was also supported by visits to other colleges that have established model support programs for similar populations. For example, Amarillo College has developed retention strategies that begin with a structured, computer-assisted admissions, assessment, and placement system. Students are required to take an assessment of their reading, math, and writing skills, and no student can enroll in his or her initial semester without meeting with a counselor. Furthermore, students must be "greenlighted" to schedule classes during all semesters following the initial semester. Greenlighting consists of a computerized grade and progress check as well as a student/counselor meeting if the system reports any weaknesses.

In investigating successful practices at other community colleges in Texas, the committee found that key factors are missing at FPC. For example, the Austin Community College system has a highly successful program in which assessment and placement have proved critical to students' success. Not only does ACC rely on TASP assessment scores, but students are also assessed on study skills and learning practices through the College Student Inventory.

In the Houston Community College System, all students are assessed with Asset or COMPASS.

Students failing more than one section are immediately placed into a study skills course developed especially for at-risk students. Furthermore, HCC has strong intervention procedures in place that include referrals to a student center that incorporates all learning assistance at each individual campus.

FPC's Own Experience:

The Licensed Vocational Nursing Program at FPC is highly successful. The Director of Nursing attributes much of this success to incorporation of technology into her program. Students use computers and computer software as well as video series and other supplemental materials that reinforce skills.

Because the program is extremely self-contained, she is able to track her students to a higher degree than

other less-centralized programs. The techniques used in nursing have prompted the college to seek improvement in all areas, but further development is hampered by problems discussed in the CDP.

Rationale for Rejection of Alternatives to the Implementation Strategies:

FPC has available the following alternatives to the strategies selected:

- 1. Continue to experience high attrition and student failure rates, assuming that new students will always replace those that leave.
- 2. Wait for existing faculty to retire and gradually hire new faculty members possessing the skills we seek.
- 3. Lower academic standards and allow more students to pass easier courses, lowering the attrition rate.

All of these were rejected. Instead, we propose to address the needs of students holistically, by considering all areas: strengthen instruction, provide learning assistance and better student services, and provide faculty development for student success.

Implementation Plan: An overview is depicted in the following chart.

Following the chart is a list of specific tasks, persons responsible for their completion, methods to be used, tangible results, and timeframes for this Activity, contained in Forms 851A-3.

607.22 (c)(1)To what extent is the implementation strategy for each activity comprehensive?

607.22 (c) (3) To what extent is the timetable for each activity realistic and likely to be attained? 5 points

OVERVIEW: Improvement of Student Services and Faculty/Staff Development for Student Success

	ment of Student Sen			
Year 1 2003-2004	Year 2 2004-2005	Year 3 2005-2006	Year 4 2006-2007	Year 5 2007-2008
COMPONENT 1: Stud	lent Tracking, Assistanc	e, and Response Syste	m (STARS)	
Phase I: STARS • Orientation	Pilot-Test Phase I of STARS	Pilot-Test Phase II of STARS	Pilot-Test Phase III of STARS	Pilot-Test Phase IV of STARS
Assessment				
 Placement Individual Learning Plan (ILP) Career Planning Program 	Phase II: STARS Revise Advisement and Tracking systems (Early warning, tutoring referral, advisement)	Phase III: STARS Develop New Tutoring System Achieve College-wide involvement in	Phase IV: STARS Develop Educational Skills Course Purchase Equipment for Phase IV	Phase V: STARS Comprehensive Evaluation of Student Tracking, Assistance and Response System
Appoint Student Retention Committee, Student Development	Recruit and hire tutor and SI leaders	Student Tracking, Assistance and Response System	Select additional "high risk" course selections; Modify SI	Pilot modifications of STARS
Task Force, and Title III Steering Committee	Select "high risk" course selections for SI program	Recruit and hire tutors Select additional "high risk" course	program	Evaluate, modify and pilot modifications of Educational Skills Course
Recruit & hire Retention/ Intervention Specialist	Purchase Equipment for Phase II	selections; Evaluate SI program		Select additional "high risk" course
Recruit & hire Tutor Trainer/SI Facilitator	Develop Phase II of Student Success Center	Purchase Equipment for Phase III		selections: Integrate and Institutionalize SI program
Purchase Equipment for Phase I				Purchase Equipment for Phase V
Design and Develop Phase I of Student Success Center				
COMPONENT 2:		ment for Student Succe		
Provide to English and Humanities faculty professional development in CAI, multimedia instruction & techniques for infusing new teaching strategies for diverse, under-prepared learners	Provide to Mathematics faculty professional development in CAI, multimedia instruction & techniques for infusing new teaching strategies for diverse, under-prepared learners	Provide to Natural Sciences faculty professional development in CAI, multimedia instruction & techniques for infusing new teaching strategies for diverse, under-prepared learners	Provide to Social Sciences faculty professional development in CAI, multimedia instruction & techniques for infusing new teaching strategies for diverse, under-prepared learners	Provide to Business faculty professional development in CAI, multimedia instruction & techniques for infusing new teaching strategies for diverse, under-prepared learners Purchase equipment
Purchase equipment and course materials for use by English and Humanities faculty in curriculum development	Purchase equipment and course materials for use by Mathematics faculty in curriculum development	Purchase equipment and course materials for use by Natural Sciences faculty in curriculum development	Purchase equipment and course materials for use by Social Sciences faculty in curriculum development	and course materials for use by Business Administration faculty in curriculum development

	Title III, Higher Educa	Title III, Higher Education Act of 1965, as Amended by Public Law 102-325 IMPLEMENTATION STRATEGY AND TIMETABLE FORM	-325		
		Year One (2003-2004)			
1. Name of Applicant: Frank Phillips College	ollege	2. Activity Title: Improvement of Academic Student Services and Faculty/Staff Development for Student Success	Academic Student Services and s	i Faculty/S	taff
3. Specific Tasks to be Completed	4. Primary Participants	5. Methods Involved	6. Tangible Results	7. Timeframe From To	me To
STARS: All first-year equipment bid, purchased, and installed for staff and faculty training on Intake systems and work stations installed to access mainframe.	Title III Coordinator, Retention/Intervention Specialist, Technologies Trainer, Purchasing Officer, Info Technology Rep.	Follow purchase and bid regulations of federal government, State, and college; review maintenance agreements; obtain training support from vendor.	New materials and equipment installed to support staff, faculty STARS training and curricular development.	1/2004	3/2004
STARS: Establish training model for Supplemental Instruction	Activity Director/TT, faculty representatives, Tutor Trainer/SI Facilitator	Determine which of various Supplemental Instruction models is appropriate for FPC circumstances.	Design of training model established.	10/2003	3/2004
STARS: Train faculty in Supplemental Instruction using appropriate techniques	Activity Director/TT, faculty, Tutor Trainer/SI Facilitator	Workshops, seminars and individual consultation.	Faculty become more knowledgeable about SI and identify courses where it would benefit students.	2/2004	8/2004
STARS: Recruit and train SI tutors	Activity Director/TT, Tutor Trainer/SI Facilitator	Conduct SI training.	Cadre of SI tutors recruited and trained.	1/2004	8/2004
STARS: Select "high-risk" courses	Activity Director/TT, Tutor Trainer/SI facilitator	Determine which courses students are failing; collect and analyze data.	Courses identified for SI.	2/2004	8/2004
Faculty/Staff Development Provide training on STARS Phase Intake System for faculty and staff advisors.	Title III Coordinator, Retention/Intervention Specialist, Technologies Trainer	2-day intensive training session provided for all faculty and staff advisors.	Faculty and staff advisors demonstrate competency levels outlined in Activity Objectives.	5/2004	9/2004
Faculty/Staff Development – All first-year equipment bid and purchased for faculty use	Title III Coordinator, Technologies Trainer, Clerical Purchasing Officer	Follow purchase and bid regulations of federal government, State, and college; review maintenance agreements; obtain training support from vendor.	New materials and equipment installed to support 10 faculty in curricular development.	11/2003	12/2003

NT APPLICATION FOR THE TITLE III, PART A PROGRAMS	itle III, Higher Education Act of 1965, as Amended by Public Law 102-325	IMPLEMENTATION STRATEGY AND TIMETABLE FORM	Year One (2003-2004)	2. Activity Title: Improvement of Academic Student Services and Faculty/Staff Development for Student Success	5. Methods Involve	ogies Trainer, faculty Workshops conducted at various times during the semester on retention, learning/teaching styles and infusing methodologies to accommodate multicultural and diverse students to ensure attendance by all interested faculty.	logies Trainer, Title III Train faculty to integrate CAI, multimedia and other demonstrate competency ator strategies where appropriate. levels outlined in Activity Objectives.	Coordinator, Activity Input from existing administration, faculty and staff Plan of SSC presented to 10/2003 05/2004 7TT appropriate administration comprehensive facility needs list generated, space identified and functions of the Center developed.	Coordinator, Activity Research facilities used for SSC across the state, 7/TT, appropriate solicit input from faculty, meet with Design consultant and faculty and produce a design and equipment list. Follow bid and purchase procedures for federal government, Texas and FPC.	Coordinator, AD/TT, Assess existing program labs to determine equipment propriate Title III staff needs, ensure safety and adequacy of instructional space, research similar facilities across state, meet with Design consultant and produce a design and equipment list. Follow bid and purchasing regulations for federal government, Texas and college.	Coordinator, Steering Informal discussion and interview, formal ttee, Task Force, questionnaires, and summative evaluation. Report documented.
GRANT APPLICATION FOR THE TITLE III,	Title III, Higher Education Act of 1965, as Amended b	IMPLEMENTATION STRATEGY AND TIME	Year One (2003-2004)		4. Primary Participants 5. Methods Involved			Title III Coordinator, Activity Director/TT Retention/Intervention Specialist, other appropriate administration	Title III Coordinator, Activity Director/TT, appropriate administration and faculty and produce a design and equipmen and produce and procedures for federa Texas and FPC.	Title III Coordinator, AD/TT, needs, ensure safety and adequacy other appropriate Title III staff needs, ensure safety and adequacy space, research similar facilities acrevith Design consultant and produce equipment list. Follow bid and purch for federal government, Texas and consultant and produce the state of the same of the s	Steering rce,
5				1. Name of Applicant: Frank Phillips College	3 Specific Tasks to be Completed 4.1	 12. Faculty/Staff Development – Train Terfaculty in retention, learning/teaching styles.	Faculty/Staff Development — Termovide professional faculty development in CAI and other media-assisted strategies.	14. Student Success Center- Design Titl space for new Student Success Dir Center (SSC) Re Space	15. Student Success Center- Develop Titnew SSC ad	16. Student Success Center- Renovate and equip existing off space for SSC	17. Overall Activity – Conduct year- Tit Co end evaluation St

	GRANT APPLICATION	GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS	GRAMS		
	Title III, Higher Educ	Title III, Higher Education Act of 1965, as Amended by Public Law 102-325	2-325		
	IMPLEMENT/	IMPLEMENTATION STRATEGY AND TIMETABLE FORM			
		Year One (2003-2004)			
1. Name of Applicant: Frank Phillips College	ollege	2. Activity Title: Improvement of Academic Student Services and Faculty/Staff Development for Student Success	Academic Student Services and s	i Faculty/Si	laff
3. Specific Tasks to be Completed	4. Primary Participants	5. Methods Involved	6. Tangible Results	7. Timeframe From To	me To
	Committee, External Evaluator				
		Year Two (2004–2005)			
 18. STARS: Pilot test Phase I: Orientation Assessment Placement II D 	Title III Coordinator, Student Retention committee, Student Services personnel, faculty and staff advisors	Select students at admissions, conduct tests, compile results, conduct student evaluation of tests, analyze evaluations.	Finalized computerized assessment test in use.	10/2004	5/2005
• Career Planning					
19. STARS: First Year Orientation course introduced and piloted	Retention/Intervention Specialist, Retention Committee, Student Services staff	Course contains all key elements outlined in the Activity One narrative; pilot on 100 students.	Measure student response to new orientation course through student surveys; record results for evaluation.	1/2005	6/2005
20. STARS: Conduct computerized assessment test with 100 entering students.	Title III Coordinator, Retention/Intervention Specialist, Student Services staff, faculty	Select students at admissions, conduct tests, compile results, conduct student evaluation of tests, analyze evaluations.	Finalized computerized assessment test in use.	1/2005	8/2005
21. STARS: Advisor schedules placement tests for all students, monitor tests, compile results, and schedule appointments for individual meetings with students	Faculty and staff advisors	Pilot test with 100 students; document number taking the placement tests and results.	Title III Coordinator, Retention Committee, Retention/Intervention Specialist analyze results; objectives met.		8/2005
22. STARS: Pilot test Individualized Learning Plan (ILP) process with at-risk students	Retention/Intervention Specialist, faculty, Retention Committee	ILP processes developed, and evaluated by students in focus groups.	Process modified as needed.		12/2004
23. STARS: Advisors meet with newly admitted students in pilot group;	Faculty and staff advisors, Retention/Intervention	Pilot-test with groups of 20 students.	Evaluate results of ILP meetings and satisfaction	1/2005	5/2005

				d Faculty/Staff	7. Timeframe	From To		10/2004 12/2004	10/2004 12/2004	1/2004 4/2004	5/2005 7/2005	10/2004 3/2005	2/2005 8/2005
2D A MS	-325			Academic Student Services an	6. Tangible Results		with ILP (students and advisors); identify concerns.	Equipment receives staff approval; reliability documented.	Faculty and staff are now capable of gaining access to key student information on the MIS.	Director, Committee conclude design meets benchmarks; obtain approval of new system from Administrative Council.	Linkage established and meets specifications outlined by Retention Committee, Title III Coordinator.	Pilot test of training model successfully conducted.	Faculty become more knowledgeable about SI and identify courses where it would benefit students.
SWARDON EOB THE TITIE III DADT A DROCHAMS	Title III, Higher Education Act of 1965, as Amended by Public Law 102-325	EMENTATION STRATEGY AND TIMETABLE FORM	Year One (2003-2004)	2. Activity Title: Improvement of Academic Student Services and Faculty/Staff Development for Student Success	5. Methods involved			Appropriate purchasing procedures followed; staff checks linkage for reliability, ease of use.	Linkage is tested for ease of use and reliability.	Retention committee, Title III Coordinator, consultant on Student Support Services; check design for key effectiveness factors outlines in Activity One narrative.	Title III Coordinator and Retention/Intervention Specialist check reliability, usability of Early Warning component; run check with small pilot group.	Implement supplemental instruction models appropriate for FPC circumstances.	Workshops, seminars and individual consultation.
OTT A DI TO A TIVA CO	Title III, Higher Educa	IMPLEMENTA		ollege	4. Primary Participants	•	Specialist, students	Retention/Intervention Specialist, Retention Committee, Title III Coordinator	Retention/Intervention Specialist, Technologies Trainer, MIS Director	Title III Coordinator, Retention/Intervention Specialist, Retention Committee	Retention/Intervention Specialist, MIS staff, Student Support Services staff	Activity Director/TT, Tutor Trainer/SI facilitator	Activity Director/TT, designated faculty, Tutor Trainer/SI facilitator
				1. Name of Applicant: Frank Phillips College	3. Specific Tasks to be Completed		write ILPs	STARS: Purchase and install workstations for Year Two for access to central student information system	STARS: -Completion of linkage of Student Support Data to MIS	STARS: Design Phase II Early Alert Career advisement/ Intrusive intervention	STARS: Integrate Early Warning component into MIS; tracking system	STARS: Pilot-test training model for SI	STARS: Train faculty in Supplemental Instruction using appropriate techniques
				-	3.0	; ——		24.	25.	26.	27.	78	59.

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		Title III, Higher Educa	Title III, Higher Education Act of 1965, as Amended by Public Law 102-325	325		
<u> </u>		IMPLEMENTA	IMPLEMENTATION STRATEGY AND TIMETABLE FORM			
<u> </u>			Year One (2003-2004)			
 -	1. Name of Applicant: Frank Phillips College	ollege	2. Activity Title: Improvement of Academic Student Services and Faculty/Staff Development for Student Success	Academic Student Services and s	d Faculty/S	taff
(1)	3. Specific Tasks to be Completed	4. Primary Participants	5. Methods involved	6. Tangible Results	7. Timeframe	me
; 		•			From	То
30.	. STARS: Pilot test use of SI tutors in high-risk courses	Activity Director/TT, Student Tutors, Tutor Trainer/Sl Facilitator	Upper-division students conduct SI modules.	Eight sections of SI courses offered.	1/2005	6/2005
34.	STARS: Analyze and evaluate selected "high-risk" course selections	Activity Director/TT, Tutor Trainer/SI Facilitator	Collect additional data and hypothesize reasons for academic failure of students.	Confirm course selection for SI.	2/2005	8/2005
32.		Title III Coordinator, Technologies Trainer, Clerical Purchasing Officer	Follow purchase and bid regulations of federal government, State, and college; review maintenance agreements; obtain training support from vendor.	New materials and equipment installed to support faculty development.	10/2004	11/2004
33.		Technologies Trainer, faculty	Workshops conducted at various times during the semester on retention, learning/teaching styles and infusing methodologies to accommodate multicultural and diverse students to ensure attendance by all interested faculty.	Faculty competent in at least one technique to work with at-risk students.	10/2004	12/2004
₹.	 Faculty/Staff Development: Provide training for faculty and staff advisors on STARS Phase II Early Alert system, referral, and tracking system in preparation for pilot-test in Year 3 	Title III Coordinator, Retention/Intervention Specialist, Technologies Trainer	Retention/Intervention Specialist documents attendance, competency levels of training participants.	Training sessions meet Activity objectives; faculty and staff advisors demonstrate competency in use of system.	6/2005	9/2005
35.		Title III Coordinator, faculty	Faculty Development Program featuring Learning/Teaching styles specialist, follow-up workshops and application experiences, classroom peer visits and team teaching activities to increase knowledge of teaching/learning styles.	Faculty trained, ability to vary styles, understand various learning styles and demonstrate understanding.	1/2005	9/2005
ಗ್ರ	36. Student Success Center:	Title III Coordinator, AD/TT,	Assess existing program labs to determine equipment	Renovation on plan for labs	10/2004	10/2005

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_		Title III, Higher Educ	Title III, Higher Education Act of 1965, as Amended by Public Law 102-325	325		
<u> </u>		IMPLEMENTA	EMENTATION STRATEGY AND TIMETABLE FORM			
			Year One (2003-2004)			
-	1. Name of Applicant: Frank Phillips College	ollege	2. Activity Title: Improvement of Academic Student Services and Faculty/Staff Development for Student Success	cademic Student Services an	nd Faculty/9	staff
က	3. Specific Tasks to be Completed	4. Primary Participants	5. Methods Involved	6. Tangible Results	7. Timeframe	ame
	•				From	2
	Renovate and equip existing space for SSC	other appropriate Title III staff	needs, ensure safety and adequacy of instructional space, research similar facilities across state, meet with Design consultant and produce a design & equipment list. Follow bid and purchasing regulations for federal government, Texas, and college.	presented; modifications made and approval given by college administration and renovations begun.		
37.	. Overall Activity: Conduct year- end evaluation	Title III Coordinator, faculty, Task Force, Student Retention Committee, External Evaluator	Informal discussion and interview, formal questionnaires, and summative evaluation. Report prepared.	Evaluation concluded and documented.	9/2005	10/2005
			Year Three (2005-2006)			
39.	bid, purchased, and installed for staff and faculty training on Tutoring systems and work stations installed to access mainframe.	Title III Coordinator, Retention/Intervention Specialist, Technologies Trainer, Clerical Purchasing Officer	Follow purchase and bid regulations of federal government, State, and college; review maintenance agreements; obtain training support from vendor.	New materials and equipment installed to support staff, faculty STARS training and development.	10/2005	12/2005
40.	Advising and Tracking components (Early Warning and ongoing Advisement); 100 students identified for pilot	Title III Coordinator, Student Services staff, students, Retention/ Intervention Specialist, Student Retention Committee	Train students on how to use the information and how to use appropriate intervention resources.	Informed faculty and staff advisors on student progress, problems, and timely interventions.	10/2005	9/2006
41.	into Student Information System	Title III Coordinator, faculty and staff advisors	Train students on how to use the information and how to use appropriate intervention resources.	Informed faculty and staff advisors on student progress, problems, and timely interventions.	2/2006	4/2006
45.	2. STARS: Feedback regarding Early Warning System	Title III Coordinator, Retention/Intervention Specialist, Student Retention	In a focus group (made up of faculty and staff advisors and students) assess usability regarding the information provided, format of information, and process of obtaining	d Final summary and modification of the Early Warning System.	2/2006	4/2006

		Staff	ame	To		4/2006	4/2006	9/2006	7/2006	2/2006	5/2006
		d Faculty/S	7. Timeframe	From		2/2006	2/2006	1/2006	12/2005	12/2005	3/2006
AMS		lemic Student Services an	6. Tangible Results			Final summary with recommendations for improvement of the intervention strategies and the use of the intervention strategies.	Summary of constituencies' feedback with recommendations for improvement.	Tutoring system developed and approved by Retention Committee and faculty.	Tutoring materials identified. Procedures established. Faculty network established for referring tutors in specific subject areas.	Handbook design approved and completed.	Training completed. Tutors demonstrate appropriate skills and competencies.
GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as Amended by Public Law 102-325 IMPLEMENTATION STRATEGY AND TIMETABLE FORM	Year One (2003-2004)	2. Activity Title: Improvement of Academic Student Services and Faculty/Staff Development for Student Success	5. Methods involved 6.		information from the Early Warning System.	Structure survey in focus groups (see above) regarding the use and effectiveness of intervention strategies.	Cumulatively collect feedback from constituencies regarding effectiveness of the Early Warning System.	Develop tutoring system that includes an intensive training program for students, paraprofessionals, and staff advisors in tutoring strategies for students with diverse learning styles.	Identify specific types of materials that are needed. Develop procedures for tutors to follow. Identify faculty who will assist in referring potential tutors to the Tutor Trainer/SI Facilitator.	Evaluate handbook content design based on input from current tutors and faculty.	Select sophomore level student tutors. Tutors trained in preparation for pilot study. Develop measures for anticipated results.
GRANT APPLICATION Title III, Higher Educ		ollege	4. Primary Participants		Committee, Tech Trainer	Title III Coordinator, Retention committee Retention/Intervention Specialist, Technologies Trainer	Title III Coordinator, faculty and staff advisors	Retention/Intervention Specialist, Retention Committee, Tutor Trainer/SI Facilitator	Retention/Intervention Specialist, Retention Committee, Tutor Trainer/SI Facilitator, faculty	Tutor Trainer/SI Facilitator,	Title III Coordinator, faculty team, Tutor Trainer/SI Facilitator
		1. Name of Applicant: Frank Phillips College	3. Specific Tasks to be Completed	•		STARS: Feedback regarding the Intervention Services.	STARS: Evaluate and modify Early Warning System.	STARS: Design Phase III Tutoring System	STARS: Develop tutoring materials and procedures for referral system in cooperation with Early Warning System; also develop procedure for obtaining tutors through faculty network.	STARS: Design "Tutor Handbook"	STARS: Select and train tutors.
		1. Name of Ap	3. Specific Ta			43. STARS: Intervention	44. STARS: I Early War	45. STARS: 1 Tutoring 8	46. STARS: materials referral sy with Early develop p tutors thro	47. STARS: Handbool	48. STARS:

				taff	me	ا و	3/2006	8/2006	6/2006	8/2006	9/2006	11/2005	12/2005
				d Faculty/S	7. Timeframe	From	10/2005	2/2006	1/2006	2/2006	9/2006	10/2005	10/2005
AMS	5			demic Student Services an	6. Tangible Results		Pilot-test of training model successfully conducted.	Faculty become more knowledgeable about SI and identify additional courses where it would benefit students.	Eight sections of SI courses offered.	Confirm courses selected for SI; select new courses.	Survey will demonstrate tutors, faculty and staff prepared to work with under-prepared students.	New materials and equipment installed to support 10 faculty in curricular development.	Faculty competent in at
GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS	her Education Act of 1965, as Amended by Public Law 102-325	EMENTATION STRATEGY AND TIMETABLE FORM	Year One (2003-2004)	2. Activity Title: Improvement of Academic Student Services and Faculty/Staff Development for Student Success	1		Implement supplemental instruction models appropriate for FPC circumstances.	Workshops, seminars and individuals consultation.	Sophomore level students conduct SI modules.	Collect additional data and hypothesize reasons for academic failure of students; develop new course lists.	Conduct intensive training for tutors, faculty, and staff advisors in tutoring strategies for under-prepared students with diverse learning styles.	Follow purchase and bid regulations of federal government, State, and college; review maintenance agreements; obtain training support from vendor.	Workshops conducted at various times during the
GRANT APPLICATIO	Title III, Higher Educa	IMPLEMENTA		ollege	4. Primary Participants	•	Activity Director/TT, Tutor Trainer/SI Facilitator	Activity Director/TT, designated faculty, Tutor Trainer/SI facilitator	Activity Director/TT, Tutor Trainer/SI facilitator	Activity Director/TT, faculty, Tutor Trainer/SI facilitator	Tutor Trainer/SI Facilitator, tutors, staff advisors	Title III Coordinator, Technologies Trainer, Clerical Purchasing Officer	Technologies Trainer, faculty
				1. Name of Applicant: Frank Phillips College	3. Specific Tasks to be Completed		. STARS: Continue to pilot-test training models for SI	STARS: Continue to train faculty in SI using appropriate tutoring techniques	STARS: Continue to pilot-test use of SI tutors in high risk courses	STARS: Modify and expand selected "high-risk" course sections	. Faculty/Staff Development. Prepare tutors and staff for working with students.	Facuty/Staff Development: All third-year equipment bid and purchased for faculty use	. Faculty/Staff Development. Train
				- -	m		49.	50.	51.	52.	£.	2 .	55.

		GRANT APPLICATION	ICATION FOR THE TITLE III, PART A PROGRAMS	AMS		
		Title III, Higher Educ	Title III, Higher Education Act of 1965, as Amended by Public Law 102-325	5		
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			Year One (2003-2004)			
	1. Name of Applicant: Frank Phillips College	ollege	2. Activity Title: Improvement of Academic Student Services and Faculty/Staff Development for Student Success	demic Student Services an	d Faculty/S	taff
က	3. Specific Tasks to be Completed	4. Primary Participants	5. Methods Involved 6.	6. Tangible Results	7. Timeframe	me
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	faculty in retention, learning/teaching styles.		semester on retention, learning/teaching styles and infusing methodologies to accommodate multicultural and diverse students to ensure attendance by all interested faculty.	least one technique to work with at-risk students.		
26.	Faculty/Staff Development: Provide training for faculty and staff advisors on STARS Phase III Tutoring for pilot-test in Year 4	Retention/Intervention Specialist, Tutor Trainer/SI Facilitator, Technologies Trainer	Retention/Intervention Specialist documents attendance, competency levels of training participants.	Training sessions meet Activity objectives; faculty and staff advisors demonstrate competency in use of system.	6/2006	9/2006
57.	Faculty/Staff Development: Develop training sessions for faculty in CAI assistive learning strategies, and other strategies that address needs of underprepared, at-risk students	Title III Coordinator, faculty	Faculty Development Program featuring Learning/Teaching styles specialist, follow-up workshops and application experiences, classroom peer visits and team teaching activities to increase knowledge of teaching/learning styles.	Faculty trained, ability to vary styles, understand various learning styles and demonstrate understanding.	1/2006	9/2006
28.	Overall Activity: Conduct year- end evaluation	Title III Coordinator, faculty, Task Force, Student Retention Committee, External Evaluator	Informal discussion and interview, formal questionnaires, and summative evaluation. Report prepared.	Evaluation concluded and documented.	9/2006	10/2006
			Year Four (2006-2007)			
59.	STARS: Pilot Test Phase III of STARS: Tutoring System	Title III Coordinator, Tutor Trainer/SI Facilitator, tutors, faculty	Tutors utilize techniques learned for working with under- prepared students.	Students receive help in appropriate courses when needed.	1/2007	5/2007
90.	STARS: Evaluate and modify tutoring system.	Title III Coordinator, Retention/Intervention Specialist, Student Retention Committee, Tutor Trainer/SI	Evaluate tutors' performance; student retention. Evaluate effectiveness of tutor referral system and success in maintaining well-trained tutoring pool.	Analysis indicates all objectives met, as outlined in Activity Objectives. Tutors'	6/2007	8/2007

Phillips College A. Primary Participants 1. and Retention/Intervention Specialist, Technologies Title III Coordinator, Committee, faculty Intor Trainer/SI Facilitator Activity Director/TT, Tutor Si tutors Trainer/SI Facilitator Trainer/SI Facilitator Trainer/SI Facilitator Trainer/SI Facilitator Activity Director/TT, Tutor Trainer/SI Facilitator			GRANT APPLICATIO	ANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as Amended by Public Law 102-325	AMS 5		
Year One (20) Vame of Applicant: Frank Phillips College 4. Primary Participants 5. Methods Involve Specific Tasks to be Completed 4. Primary Participants 5. Methods Involve STARS: All fourth-year equipment bid, purchased, and installed for staff and faculty installed for staff and faculty Title III Coordinator, Strate, Secretalist, Technologies agreements; obtain Trainer, Clerical Purchasing Officer Facilitator STARS: Develop Educational Skills Course Specialist, Technologies agreements; obtain installed for staff and faculty and frain installed for staff and faculty STARS: Evaluate training model Activity Director/TT, faculty and train installed for staff and faculty development in Straining model Activity Director/TT, faculty and train installed faculty and train installed faculty and activity Director/TT, Tutor academic failure of sourse selections STARS: Evaluate training model Activity Director/TT, Tutor infight-risk courses Activity Director/TT, Tutor infigh-risk courses STARS: Evaluate evaluational da expand selected "high-risk" Activity Director/TT, Tutor infightoral da expand selected "high-risk" Activity Director/TT, Tutor infightoral da expand selections Activity Director/TT,	<u> </u>		IMPLEMENTA	TION STRATEGY AND TIMETABLE FORM			
STARS: Evaluate training model development in SI using appropriate tutoring techniques STARS: Evaluate use of SI tutors STARS: Evaluate use of SI tutors STARS: Evaluate to modify and designated selections STARS: Evaluate to modify and designated selections STARS: Evaluate to modify and designated selections STARS: Evaluate to modify and designated faculty. Tutor in high-risk course selections STARS: Confinue to modify and designated faculty in high-risk course selections. STARS: Evaluate to modify and designated faculty. Tutor in dividual sections. Trainer/SI Facilitator course selections. STARS: Evaluate use of SI tutors are accidented academic failure of source selections. STARS: Evaluate use of SI tutors activity Director/TT, Tutor individual sections. Trainer/SI Facilitator academic failure of source selections. STARS: Confinue to modify and designated faculty. Tutor academic failure of source selections. STARS: Confinue to modify and designated faculty. Tutor academic failure of source selections. STARS: Confinue to modify and designated faculty. Tutor academic failure of source selections. STARS: Confinue to modify and designated faculty. Tutor academic failure of source selections. STARS: Confinue to modify and designated faculty. Tutor academic failure of source selections. STARS: Confinue to modify and designated faculty. Staff Development: All failer/SI Facilitator academic failure of source selections. Faculty/Staff Development: All failer/SI Facilitator academic failure of source selections. Title III Coordinator, Glerical provenoment, State, 314 activity Director/TT acide academic failure of source acupatement bid and academic failure acupatement bid and academic failure acupatement bid and academic failure acupatement bid	<u> </u>			Year One (2003-2004)			
Facilitator	<u> </u>	Name of Applicant: Frank Phillips C	college	2. Activity Title: Improvement of Academic Student Services and Faculty/Staff Development for Student Success	demic Student Services and	d Faculty/S	itaff
Facilitator STARS: All fourth-year acquipment bid, purchased, and in high-risk course selections STARS: Evaluate training model for SI STARS: Evaluate training techniques STARS: Evaluate use of SI tutors in high-risk course selections Facilitator STARS: Continue to modify and selected "high-risk" Faculty/Staff Development: All Facilitator and selected "high-risk" Faculty/Staff Development: All Facilitator Trainer/SI Facilita	က	Specific Tasks to be Completed	4. Primary Participants		6. Tangible Results	7. Timeframe	ıme
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STARS: Develop Educational Skills Course Skills Course Skills Course Skills Course Starts: Evaluate training model STARS: Evaluate faculty for SI STARS: Evaluate faculty appropriate tutoring techniques Trainer/SI Facilitator STARS: Evaluate use of SI tutors in high-risk courses STARS: Continue to modify and expand selected "high-risk" STARS: Continue to modify and expand selections STARS: Evaluate use of SI tutors are propried to modify and selected "high-risk" STARS: Evaluate use of SI tutors are propried to modify and activity Director/TT, Tutor are course selections Faculty/Staff Development: All Title III Coordinator, Technologies Trainer, Clerical Technologies Trainer, Clerical	9	1	Title III Coordinator, Retention/Intervention Specialist, Technologies Trainer, Clerical Purchasing Officer	Follow purchase and bid regulations of federal government, State, and college; review maintenance agreements; obtain training support from vendor.	New materials and equipment installed to support staff, faculty STARS training and curricular development.	10/2006	12/2006
STARS: Evaluate training model for SI STARS: Evaluate faculty development in SI using appropriate tutoring techniques STARS: Evaluate use of SI tutors in high-risk courses expand selected "high-risk" STARS: Continue to modify and expand selected "high-risk" STARS: Continue to modify and expand selected "high-risk" Faculty/Staff Development: All Title III Coordinator, fearufty-year equipment bid and Technologies Trainer, Clerical	Ø		Title III Coordinator, Retention/Intervention Specialist, Student Retention Committee, faculty	Identify and train instructors for the Educational Skills course.	Instructors demonstrate preparation to delivery Educational Skills Course.	1/2007	9/2007
STARS: Evaluate faculty designated faculty, Tutor appropriate tutoring techniques STARS: Evaluate use of SI tutors in high-risk courses STARS: Continue to modify and expand selected "high-risk" STARS: Continue to modify and expand selected "high-risk" Faculty/Staff Development: All Title III Coordinator, fourth-year equipment bid and Technologies Trainer, Clerical	ő		Activity Director/TT, faculty, Tutor Trainer/SI Facilitator	Implement Supplemental instruction models appropriate for FPC circumstances.	Pilot test of training models successfully conducted.	2/2007	8/2007
STARS: Evaluate use of SI tutors in high-risk courses STARS: Continue to modify and expand selected "high-risk" Course selections Faculty/Staff Development: All Title III Coordinator, Technologies Trainer, Clerical	Θ	1	Activity Director/TT, designated faculty, Tutor Trainer/SI Facilitator	Workshops, seminars and individual consultation; conduct summative evaluation.	Faculty become more knowledgeable about SI and identify other courses where it would benefit students.	2/2007	8/2007
STARS: Continue to modify and Activity Director/TT, Tutor expand selected "high-risk" Trainer/SI Facilitator course selections Faculty/Staff Development: All Title III Coordinator, Technologies Trainer, Clerical	6	1	ı – .	Sophomore level students conduct SI tutoring, evaluate individual sections.	Eight sections of SI courses offered.	1/2007	6/2007
Faculty/Staff Development: All Title III Coordinator, fourth-year equipment bid and Technologies Trainer, Clerical	8		I	Collect additional data and hypothesize reasons for academic failure of students; develop new course lists.	Confirm courses selected for SI; select new courses.	2/2007	8/2007
Purchasing Officer	9	1	Title III Coordinator, Technologies Trainer, Clerical Purchasing Officer	Follow purchase and bid regulations of federal government, State, and college; review maintenance agreements; obtain training support from vendor.	New materials and equipment installed to support faculty	10/2006	12/2006

				Staff	ame	2		12/2006	9/2007	9/2007	9/2007		12/2007
				d Faculty/	7. Timeframe	From		10/2006	6/2007	1/2007	9/2007		10/2007
SRAMS	-325			cademic Student Services an	6. Tangible Results		development.	Faculty competent in at least one technique to work with at-risk students.	Training sessions meet Activity objectives; faculty and staff advisors demonstrate competency in use of system.	10 faculty trained, ability to vary styles, understand various learning styles and demonstrate understanding.	Evaluation concluded and documented.		New materials and equipment installed to support staff.
ICATION FOR THE TITLE III, PART A PROGRAMS	Title III, Higher Education Act of 1965, as Amended by Public Law 102-325	IMPLEMENTATION STRATEGY AND TIMETABLE FORM	Year One (2003-2004)	2. Activity Title: Improvement of Academic Student Services and Faculty/Staff Development for Student Success	volved			Workshops conducted at various times during the semester on retention, learning/teaching styles and infusing methodologies to accommodate multicultural and diverse students to ensure attendance by all interested faculty.	Refention/Intervention Specialist documents attendance, competency levels of training participants.	Faculty Development Program featuring Learning/Teaching styles specialist, follow-up workshops and application experiences, classroom peer visits and team teaching activities to increase knowledge of teaching/learning styles.	Informal discussion and interview, formal questionnaires, and summative evaluation. Report prepared.	Year Five (2007-2008)	Follow purchase and bid regulations of federal government, State, and College; review maintenance agreements; obtain training support from vendor.
N FOR TI	ation Act of 1	TION STRA	Year On	:	5. Methods Involved			Workshops condusemester on reter infusing methodol and diverse stude interested faculty.	Retention/Inter attendance, α	Faculty Develc Learning/Teac workshops and peer visits and knowledge of t	Informal discus questionnaires prepared.	Year Fiv	Follow purcha government, \$ agreements; c
GRANT APPLICATION	Title III, Higher Educ	IMPLEMENTA		college	4. Primary Participants			Technologies Trainer, faculty	Retention/Intervention Specialist, Technologies Trainer	Title III Coordinator, faculty	Title III Coordinator, faculty, Task Force, Student Retention Committee, External Evaluator		Title III Coordinator, Retention/Intervention Specialist, AD/Technologies Trainer, Clerical Purchasing Officer
				1. Name of Applicant: Frank Phillips College	3. Specific Tasks to be Completed			Faculty/Staff Development: Train faculty in retention, learning/teaching styles.	Faculty/Staff Development: Provide training for faculty and staff advisors on Phase IV Educational Skills Course to pilottest in Year 5	Faculty/Staff Development: Develop training sessions for faculty in CAI assistive learning strategies, and other strategies that address needs of underprepared, at-risk students	Overall Activity: Conduct yearend evaluation		STARS: All fifth-year equipment bid, purchased, and for staff and faculty to access mainframe.
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<u> </u>		GRANT APPLICATION	ICATION FOR THE TITLE III, PART A PROGRAMS	GRAMS		
		Title III, Higher Educ	her Education Act of 1965, as Amended by Public Law 102-325	2-325		
		IMPLEMENT/	EMENTATION STRATEGY AND TIMETABLE FORM			
			Year One (2003-2004)		-	
<u> </u>	1. Name of Applicant: Frank Phillips College	ollege	2. Activity Title: Improvement of Academic Student Services and Faculty/Staff Development for Student Success	Academic Student Services an s	d Faculty/S	taff
લ	3. Specific Tasks to be Completed	4. Primary Participants	5. Methods Involved	6. Tangible Results	7. Timeframe	ıme
					From	To
73.	3. STARS: Pilot Educational Skills Course	Title III Coordinator, Retention/Intervention Specialist, Student Retention Committee, faculty	Pilot the course with 100 students in sections of 20. Evaluate and modify as needed.	Students demonstrate use of skills through improved course outcomes.	1/2008	5/2008
74.	STARS: Evaluate effectiveness of Educational Skills Course	Title III Coordinator, Retention/Intervention Specialist	Obtain input from Retention Committee, Student Support Services; conduct student survey.	10% increase in retention in pilot courses.	5/2008	5/2008
75.	5. STARS: Evaluate overall effectiveness of STARS	Title III Coordinator, Retention/Intervention Specialist, Student Retention Committee, External Evaluator, faculty	Obtain input from Retention Committee, Student Support Services; conduct student survey, review data for each year.	Evaluation will reveal that Activity Objectives have been met; 10% increase in retention; high degree of satisfaction with STARS.	5/2008	9/2008
76.	 STARS: Institutionalize training model for supplemental instruction 	Activity Director/TT, Tutor Trainer/SI Facilitator, faculty	Institutionalize supplemental instruction models appropriate for FPC circumstances.	SI successfully integrated with FPC programs.	10/2008	3/2008
77.	7. STARS: Institutionalize faculty development in SI using appropriate tutoring techniques	Activity Director/TT, faculty, Tutor Trainer/SI Facilitator	Workshops, seminars and individual consultation.	Faculty become knowledgeable about SI and identify courses where it would benefit students.	2/2008	8/2008
78.	3. STARS: Institutionalize SI Tutors in high-risk courses	Activity Director/TT, Tutor Trainer/SI Facilitator, faculty	Sophomore level students continue to conduct SI tutoring, supported by college funds.	All potential and justifiable SI courses offered at college expense.	1/2008	6/2008
79.	STARS: Institutionalize process of "high-risk" course selections	Activity Director/TT, Tutor Trainer/SI Coor., faculty	Regular analysis of reasons for academic failure of students is integrated with institutional planning.	Planning for SI becomes part of academic planning cycle.	2/2008	8/2008
90	 Faculty/Staff Development: All fifth-year equipment bid and 	Title III Coordinator, Technologies Trainer, Clerical	Follow purchase and bid regulations of federal government, State, and college; review maintenance	New materials and equipment installed to	10/2007	12/2007

1. Name of Applicant: Frank Phillips College 3. Specific Tasks to be Completed purchased for faculty use purchased for faculty use purchased for faculty use purchased for faculty and faculty staff Development: 82. Faculty/Staff Development: Provide training for faculty and pilot modifications of STARS Phase V to techniques to evaluate, modify and pilot modifications of STARS and Si Faculty/Staff Development: Trainer and pilot modifications of STARS and Si Faculty/Staff Development: Specialist, Tutor Trainer and pilot modifications of STARS and Si Faculty/Staff Development: Specialist, Tutor Trainer and pilot modifications of STARS and Si Faculty/Staff Development. Trainer and pilot modifications of STARS and Si Faculty/Staff Development to techniques to evaluate, modify and pilot modifications of STARS and Si Faculty/Staff Development. Trainer and pilot modifications of STARS and Si Faculty/Staff Development. Trainer and pilot modifications of STARS and Si Faculty/Staff Development. Trainer and pilot modifications of STARS and Si Faculty/Staff Development. Trainer and pilot modifications of STARS and Si Faculty/Staff Development. Trainer and pilot modifications of STARS and Si Faculty/Staff Development. Trainer and pilot modifications of STARS and Si Faculty/Staff Development. Trainer and pilot modifications of STARS and Si Faculty/Staff Development. Trainer and pilot modifications of STARS and Si Faculty/Staff Development and pilot modification experiences, class and Si Faculty/Staff Development and pilot modification experiences, class and Si Faculty/Staff Development and pilot modification experiences and personal page and page	evelopment for Student Success levelopment for Student Success aining support from vendor. I at various times during the sto accommodate multicultural to ensure attendance by all to ensure attendance by all specialist documents or levels of training participants.	6. Tangible Results support 10 faculty in curricular development. Faculty competent in at least one technique to work with at-risk students. Training sessions meet	7. Timeframe From To 10/2007 12/	me To 12/2007
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		aining sessions meet		
	ep ep	Activity objectives; faculty and staff advisors demonstrate competency in use of system.		9/2008
knowledge of teaching/learning styles	w-up classroom o increase	_		9/2008
Title III Coordinator, faculty, Task force, Student Retention Committee, External Evaluator	Summative report used to implement Institutionalization Ev do Plan.	Evaluation concluded and documented new practices and improvements institutionalized.	10/2008 10	10/2008

5. Narrative Regarding Key Personnel

607.22 (d)(1) To what extent are the past experience and training of key professional personnel directly related to the stated activity objectives? 7 points 607.22 (d)(2) To what extent is the time commitment of key personnel realistic? 3 points

Activity Director/Technologies Trainer (100% Years 1-5)

To ensure that the program will be successful, we have decided to release one of our best people, Stephanie Mooney, to serve in the dual role of Activity Director/Technologies Trainer, upon funding. Ms. Mooney meets or exceeds the required qualifications and is the best person at the college to head up Title III Activities. Since coming to FPC, she has taught computer courses and successfully integrated technology as an instructional tool into her courses. Active in community training for local business and industry, she possesses an extensive knowledge of technology in the classroom (including internet and television broadcast instruction) which will certainly benefit our faculty. Ms. Mooney holds a Bachelor's degree in Education and a Master's degree in Instructional Technology from West Texas A&M University. She was an experienced public school instructor who, in her former school district, made accommodations for high-risk learners as well as participating in special education/resource classrooms. The Activity Director/Technologies Trainer will report to the Title III Project Coordinator and be responsible for day-to-day Activity management, including evaluation, reporting and monitoring functions, and presenting Activity progress reports to the Title III Project Coordinator and President Swender's Administrative Council. She will supervise the Retention/Intervention Specialist and the Tutor Trainer/SIC positions.

Ms. Mooney will be primarily responsible for the Faculty Development component and will work closely with FPC faculty members, teaching them how to integrate technology successfully into their courses. Her educational background and experience lend themselves to quality faculty training and development. The position will not be retained after the grant period is complete, and she will return to her faculty position. Training materials will be developed and available on-line by Year 5. Faculty members will themselves become trainers after being trained through Title III.

Responsibilities:

- Take charge of daily operations of the Activity.
- Serve on appropriate college and Title III committees.
- Oversee development of training materials.
- Work with the Student Retention Committee and the Student Developmental Task Force in evaluating the project on an ongoing basis, including collection of all relevant data.
- Communicate an informed understanding of the objectives of the Title III
 project to all college constituencies.
- Coordinate strategy for developing on-line materials and training.
- Coordinate activities in a manner that will facilitate maximum effectiveness and utilization of program resources including personnel.
- Assist in the recruitment of key program personnel and assist staff in the coordination of external resource personnel.
- Provide monthly budget summaries to the Title III Project Coordinator.
- Recruit, screen, select, and train Activity staff.
- Coordinate the work of faculty to design curricular materials for curricular change.
- Assume responsibility for the timely completion of all development and pilot-test phases.
- Assist faculty in training activities designed to fulfill project objectives.
- Supervise and monitor activity staff.
- Train FPC faculty individually and in groups in instructional application of modern technology.
- Train faculty individually and in groups in techniques used to teach at-risk, under-prepared students.
- Assist FPC faculty in designing, developing, testing, and evaluating instructional applications of modern technology in their classrooms to improve instruction and provide opportunities for students.
- Assist faculty in learning appropriate measures in identifying students for the early warning system.
- Assist college and Title III staff in developing student-tracking system.
- Assist in identifying and evaluating vendor software and in developing instructional software for FPC faculty.
- Train staff to use new equipment in the Student Success Center and provide ongoing training and other services to FPC faculty.
- Serve as liaison between project activity and respective faculty.

Qualifications:

- A minimum of a Master's degree in instructional technology or related field.
- College-level teaching experience.
- Strong interpersonal and communication skills.
- A demonstrated ability to work as a member of a leadership team.
- Experience in managing an administrative unit.
- Experience in carrying out project evaluation.
- Experience in working with atrisk students, older adult students, and under-prepared students.
- Broad knowledge of educational pedagogy and new methodologies, strategies, and tools, including technologies that support engaged learning and the needs of at-risk students and under-prepared students.
- Excellent communication skills.

Retention/Intervention Specialist (100% Years 1 through 5)

The Retention/Intervention Specialist (to be hired) will work closely with the Activity Director/TT and the Student Retention Committee in developing and pilot testing the Student Tracking, Assistance, and Response System(STARS) and coordinating activities designed to retain students through intervention.

The position will begin to be institutionalized in Year 3, as detailed in the Budget Narrative.

Responsibilities:

- Work closely with faculty and staff advisors, students, and administration in pilot testing the Student Response System.
- Communicate frequently with the Activity Director/TT to provide data and other resources needed in the Outcomes Assessment process, including data on course completions, program completions, student satisfaction surveys, faculty and staff surveys, and other information relevant to the Activity.
- Work closely with the MIS staff to integrate student assessment, placement, advisement, Early Alert, and other student information vital to the intake and advisement process, into the central computing and information system.
- Work closely with faculty and staff advisors, students, and administration in pilot testing all four phases of the Student Tracking, Assistance and Response System.
- Work to ensure that other Activity staff understand and can access the Student Tracking, Assistance, and Response System.
- Help identify students to participate in pilot of Student Tracking, Assistance, and Response System.
- Work with the Activity Director/TT to assure that objectives of the Activity are achieved as projected, within the designated timelines.

Qualifications

- Minimum of a master's degree in counseling or related field, with specialized training in intervention preferred.
- Knowledge of retention strategies, enrollment processes, and intrusive advisement strategies, and ability to retrieve and analyze statistical data.
- Excellent communication skills and ability to make presentations and clearly communicate new concepts and technical initiatives.
- Ability to work well with students, faculty, peers, and supervisors.
- General knowledge of networking requirements and familiarity with current technologies used to support innovative advisement strategies.

Tutor Training Facilitator/ Supplemental Instruction Coordinator (100% Years 2-5)

Under the supervision of the Activity Director, this individual (to be hired) will develop, pilot test, and modify a peer tutor training program and a Supplemental Instruction Program. The tutoring program will include tutorial techniques, as well as individual and supplemental instruction strategies. The Tutor Training Facilitator/Supplemental Instruction Coordinator will work with the Activity Director/TT and faculty to develop academic support for high-risk courses. A new system for tutor selection and training will also be developed. This individual will also provide in-service tutorial training for faculty using a "train the trainers" model. He or she will serve as Supplemental Instruction Coordinator and implement and evaluate a Supplemental Instruction Program as well as coordinate activities for the Student Success Center. In conjunction with the Activity Director/TT and appropriate faculty, this person will select courses to pilot test the SI Program. The position will be institutionalized into the college budget beginning in Year 3 (see budget).

Responsibilities

- Assist in the selection of students for participation in the peer tutor pilot program.
- Develop strategies and materials for peer tutor manual, focusing on the use of CAI applications and effective tutoring practices for all areas.
- Assist and provide support for faculty and peer tutors on request and/or as needed in CAI instructional techniques for at-risk populations.
- Collaborate with Retention/Intervention Specialist on referral system for peer tutorials.
- Develop, pilot test, assess, and modify Supplemental Training Program.
- Assist in the selection of students for participation in the SI pilot program.
- Select appropriate historically difficulty academic courses and their faculty to be pilot tested for the SI program.
- Train students and faculty in the Supplemental Instruction Program techniques.

Qualifications

- Minimum of Bachelor's degree (Master's preferred) in education or related field; emphasis on curriculum and instruction or adult basic education preferred.
- Demonstrated knowledge of current tutorial practices and demonstrated organizational skills
- Experience in the design, implementation, and evaluation of peer tutorial systems.
- Three-year minimum experience in conducting tutorial services to students in a higher education setting.
- Demonstrated experience conducting peer tutor training for effective CAI and alternative instructional interventions for at-risk populations.
- Ability to use a variety of software packages including word processing and reading/writing and mathematics instructional software.
- Ability to effectively work with and supervise students.
- Excellent oral and written communication skills.

Faculty (Up to 20% release time)

Extensive faculty involvement in this activity is imperative, but our faculty have heavy teaching loads and other responsibilities. Because involvement in activity implementation is not part of their contract, they must be released (with temporary instructors teaching their classes) to participate. Faculty participants will be volunteers, although every effort will be made to recruit faculty leaders, faculty teaching "high-risk" courses (where there is a relatively high degree of student attrition or failure), and faculty who have the knowledge or expertise to serve as resources or mentors/trainers of other faculty. Full-time faculty have a contractual teaching load of 30 hours per academic year, and releasing instructors for even one class a semester will enable them to learn new technology and apply it to classroom instruction. Up to ten qualified faculty members will be provided up to eight credit hours of release time per year to carry out defined responsibilities:

Responsibilities			ualifications
	Communicate the goals and objectives of the Activity project with other faculty and provide enthusiastic support for student centered-learning, new teaching methodologies. Participate in professional development related to the Activity, including developing peer tutor training. Develop a framework for the curriculum review and revision process. Develop, participate in and pilot Supplemental Instruction models for their respective departments. Develop new course outlines and syllabi reflecting curricular changes that incorporate competency-based principles and computer-assisted learning resources and teaching strategies. Participate in advisor training activities. Conceptualize, organize, implement and evaluate pilot projects to improve classroom instruction in ways that have potential to increase student success and relate directly to activity objectives. Train additional faculty or assist in pilot projects to improve classroom instruction in ways that have potential to increase student success and relate directly to the Activity. Conceptualize and test content-specific tutorials and other strategies to help under-prepared students master subject matter of high-risk courses. Conceptualize and test strategies to help students develop learning skills while mastering specific subject matter.	•	Minimum of a Master's degree. Minimum of five years teaching experience at FPC or similar institution. Willingness to acquire in-depth knowledge of Supplemental Instruction program and experience in working with atrisk, under-prepared and adult students. Ability to work well in teams. Excellent writing and verbal communication skills. Ability to synthesize ideas and provide leadership in integrating new concepts and strategies into the teaching/learning process.

Supplemental Instruction Tutors/Leaders (5 to 10 hours/week each):

Supplemental Instruction Tutors/Leaders will be selected from the student population to pilot SI strategies in high risk courses. They will report to the Tutor Training Facilitator/Supplemental Instruction Coordinator.

Responsibilities	Qualifications
 Attend all class meetings for courses to which they are assigned. Conduct regular SI sessions with enrolled students. 	 Completion of course to which they will be assigned with a "B" or better grade and overall GPA of 1.5 or higher. Successful completion of orientation training.
 Participate in SI training, workshops and feedback sessions. Complete all required documentations. 	Excellent oral communication skills.Faculty recommendations.

Proposed Activity Director/Technologies Trainer Stephanie Mooney

Box 854, 620 McClelland Rd White Deer, Texas 79097

Objective: To strive through every effort to enhance the education of students at Frank Phillips College.

Education: Master's Degree in Instructional Technology, May 2002

West Texas A&M University, Canyon, Texas

Bachelor of Science Degree in Education, May 13, 1995

West Texas A&M University, Canyon, Texas

Associate of Arts Degree, April 30, 1993 Frank Phillips College, Borger, Texas

Experience: Frank Phillips College, Borger, Texas, August 2001 to Present

 Coordinator, Perkins Leadership Grant for Community College Consortium

Technology Instructor

Web-page Design Facilitator/Trainer

Web-page Maintenance Trainer, Internship Supervisor

On-line Instruction and Television Facilitation Training

Tech-Prep Grant Assistant to Coordinator for Vocational Education

Professional Texas State Education Association 1993-1994

Associations: Texas Student Reading Association 1994-1995

Kappa Delta Pi 1995 to present

Texas Classroom Teachers Association 1996 to present

Computer Club Sponsor: Frank Phillips College 2001-present

Texas Community College Teachers Association: Member, 2001-present

Faculty Association: Member, Frank Phillips College 2002

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GRANT APPLICATION FOR THE STRENGTHING INSTITUTIONS	ACTIVITY NUMBER	PAGE NUMBER	NUMBER OF PAGES	FORM APPROVED
PROGRAM TITLE III LIDUED ENLOATION ACT AS AMENDED		62	~	OMB NO.
I I LE III, MIGHEN EDUCATION ACT, AS AIMENDED				12/31/03

ACTIVITY BUDGET (To be completed for every major activity for which funding is being requested)

	•	ACTIVITY BUDGET (10 be completed for every major activity for which funding is being requested)	T (To be	completed for eve	ery major	activity for which 1	unding is be	eing requested)			
1. Name of Applicant Institution: Frank Phillips College	Frank P	hillips College				2. Activity Title:		ovement of Aca	demic Stu	Improvement of Academic Student Services and Faculty/Staff	nd Faculty/Staff
						Development for Student Success	for Stude	nt Success			
3. Budget Categories by Year		First Year	Se	Second Year	=	Third Year	Fou	Fourth Year	i i	Fifth Year	Total Funds Requested
Object Class	% of	Funds	% of	Funds	% of	Funds	% of	Funds	% of	Funds	
	Time	Requested	Time	Requested	Time	Requested	Time	Requested	Time	Requested	-
a. Personnel (Position Title)											
Activity Directory/TT	100%	38,500	100%	39,655	100%	40,845	100%	42,070	100%	43,332	204,402
Retention Intervention Specialist	100%	35,500	100%	36,565	85%	32,013	65%	25,215	20%	19,978	149,271
Tutor Trainer/SI Supervisor	100%	34,500	100%	35,535	85%	31,111	65 %	24,504	20%	19,415	145,065
Faculty Release	70%	22,500	20%	22,500	20%	22,500	20%	22,500	20%	22,500	112,500
Tutors				23,520		28,280		28,280		28,280	108,360
Project Secretary	20%	9,250	20%	9,528	20%	9,813	20%	10,108	20%	10,411	49,110
SUB-TOTAL		140.250	i	167.303		164.562		152.677		143.916	768.707
h Fringe Benefits - 30%		42,075		43.135		31,119		27,537		28,312	172 178
		7,865		4,690		8,354		6,240		8,195	35,344
d. Equipment		74,386		60,665		92)026		105,100		109,803	445,010
e. Supplies		2,500		2,000		5,000		2,000		000'9	22,500
f. Contractual		000'9		000'9		6,000		000'9		000'9	30,000
g. Construction		38,159		25,120							63,279
h Other											
i TOTAL DIRECT CHARGES		311,235		311,913		310,091		302,554		301,226	1,537,018
ED FORM 851A-5											

GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM

Title III, Higher Education Act of 1965, as amended

FORM APPROVED OMB NO.

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OTHER BUDGET INFORMATION FOR SUMMARY BUDGET

1.	Name of Applicant Institution:	Frank Phillips College	2. Activity Title: Improvement of Academic Student Services and Faculty/Staff
			Student Services and Faculty/Staff
			Development for Student Success

3. Remarks: Note: Personnel costs include a 3% annual COLA raise.

1. Personnei

The process of institutionalizing personnel costs will begin in year 3 for the Retention/Intervention Specialist, and the Tutor Trainer/SI Coordinator, with FPC paying an increasing portion of all three salaries in each succeeding year, as indicated below.

Activity Director / Technologies Trainer (1.00 FTE)

The Activity Director / Technologies Trainer's regular duties are outlined in the Activity under "Key Personnel." This position will be filled by Stephanie Mooney, whose resume is included. She will be responsible for supervising implementation and testing of all components of the project and for evaluating all strategies employed in the project. She will also be responsible for obtaining feedback and communicating with the college community and the community in general concerning the goals, objectives, and successes of the Activity. She will be responsible for the Faculty Development component and will work closely with faculty members in teaching them how to successfully integrate technology into their courses. Once the grant has ended, the position will no longer be required.

\$38,500	\$39,655	\$40,845	\$42,070	\$43,332
Year 1	Year 2	Year 3	Year 4	Year 5
2003 – 2004	2004 – 2005	2005 – 2006	2006 – 2007	2007 - 2008
(100%)	(100%)	(100%)	(100%)	(100%)

Retention/Intervention Specialist (1.0 FTE)

The Retention/Intervention Specialist (to be hired) will work closely with the Activity Director and the Student Retention Committee in developing and pilot testing the Student Tracking, Assistance and Response System. The college will pay an increasing portion of the Retention/Intervention Specialist's salary beginning in Year 3 and will retain this person after the grant ends.

\$35.500	\$36.565	\$32.013	\$25,215	\$19.978
Year 1	Year 2	Year 3	Year 4	Year 5
2003 - 2004	2004 – 2005	2005 – 2006	2006– 2007	2007 – 2008
(100%)	(100%)	(85%)	(65%)	(50%)
Grant Funds				

Tutor Trainer/Supplemental Instruction Coordinator (100%)

The Tutor Trainer/Supplemental Instruction Coordinator will be responsible for developing/piloting tutor training and developing the peer tutor program including CAI support and developing support for instructional areas. Peer tutors will be drawn from a pool of students identified by faculty as potential tutors. This individual will also be responsible for pilot training student leaders for use in the Supplemental Instruction program in courses identified as historically difficult. This position will begin in year one at 100% with the college beginning to institutionalize it in year three. It will continue after the grant ends at to ensure coordination of peer tutoring and Supplemental Instruction program.

\$34,500	\$35,535	\$31,111	\$24,504	\$19,415
2003–2004 Year 1	2004 – 2005 Year 2	2005 2006 Year 3	2006 - 2007 Year 4	2007 – 2006 Year 5
(100%)	(100%)	(85%)	(65%)	(50%) 2007 – 2008

Faculty (20% release time)

Extensive faculty involvement is key to the activity. Therefore, in order to make it possible for faculty to participate in course modifications and faculty development projects, funds are requested to pay six hours of release time for the identified faculty each year (2,250.00 per faculty member per year). The responsibilities of the faculty participants include modifying their curricula to address the diverse learning styles of at-risk students, including identification of CAI resources and integration of outcomes-based strategies into their curricula; cooperating in testing these modifications in the classroom; following up on at-risk students by tracking their progress in the revised courses; and evaluating results.

GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM

Title III, Higher Education Act of 1965, as amended

FORM APPROVED

OMB NO.

EXP DATE: 12/31/03

	OTHER I	SUDGET INFORMATIC	ON FOR SUMMA	ARY BUDGET	
1.	Name of Applicant Institution:	Frank Phillips Colleg	Stude	ity Title: Improvement ont Services and Faculty/S dopment for Student Succe	taff
	2003 – 2004 2004 – 2	2005 – 2006	2006 - 2007	2007 – 2008	

\$22,500	\$22,500	\$22,500	\$22,500	\$22,500
Year 1	Year 2	Year 3	Year 4	Year 5
2003 – 2004	2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008

Supplemental Instruction Tutors (.25 FTE)

Students will be hired part-time (5 – 10 hours per week) to pilot the auxiliary class sessions that are the backbone of the Tutoring and Supplemental Instruction strategies. These students will be individuals who have completed the course to which they are assigned, preferably with the same instructor, and who will attend class with regularly scheduled students. They will then conduct supplementary class sessions to answer questions, provide assistance with course directions and test preparations, and guide student study sessions. Tutors will be selected each semester for pilot courses in specific disciplines. Student tutors will begin in Year 2, after coursework has been developed and implemented in Year 1. Tutors will be paid at 7.00 per hour and will tutor a maximum of 10 hours each week during all semesters. The number of tutors will increase after the second year of the project.

	\$23,520	\$28,280	\$28,280	\$28,280
Year 1	Year 2	Year 3	Year 4	Year 5
2003 – 2004	2004 – 2005	2005 - 2006	2006 - 2007	2007 – 2008

Project Secretary (.50 FTE)

This is a new position that will be shared between the Activity (50%) and Project Management (50%). This position will be hired to provide clerical support for the project and will not be retained after the project. A 3% annual increase is included to allow for cost-of-living (COLA) raises. Half of the salary is presented here and half in the project management budget.

\$140,250	\$167,303	\$164,562	\$152,677	\$143,916
Year 1	Year 2	Year 3	Year 4	Year 5
2003 – 20		2005 – 2006	2006 – 2007	2007 – 2008
Total Personnel				
\$9,250	\$9,527	\$9,813	\$10,107	\$10,411
Year 1	Year 2	Year 3	Year 4	Year 5
2003 – 20	2004 – 2005	2005 – 2006	2006 - 2007	2007 – 2008

2. Fringe Benefits

Fringe benefits are calculated at 30% for full-time employees. A complete breakdown of fringe benefit costs is included in the budget summary narrative.

\$42,075	\$43,135	\$31,119	\$27,537	\$28,312
Year 1	Year 2	Year 3	Year 4	Year 5
2003 – 2004	2004 – 2005	2005 - 2006	2006 - 2007	2007 - 2008

Travel

A certain amount of off-campus travel is essential to the success of the Activity, especially the faculty development component. The travel budget includes conferences and visits to institutions that are similar to FPC and have implemented exemplary retention programs, as well as participation in state and national conferences related to Activity components. Each of these activities will allow us to provide professional development opportunities for faculty and staff, therefore, increasing the success of our institutionalization plan.

Description	Year 1	Year 2	Year 3	Year 4	Year 5
Visit to Texas Tech to view SI labs	1040	1040			
3 faculty, travel cost = \$200					
Per Diem, Lodging \$140 x 3 x 2 nights					
American Math Ass'n. of 2 year colleges		1790		1790	
national conf. Airfare=\$710, per					
diem/lodging=165x2x3, Registration=200					

GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM

Title III, Higher Education Act of 1965, as amended

FORM APPROVED OMB NO.

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OTHER BUDGET INFORMATION FOR SUMMARY BUDGET

Name of Applicant Institution: Frank	Phillips Colle	ege	St	ctivity Title: udent Services evelopment for	and Faculty/St	
College reading and learning assistance conference, 2 faculty airfare: \$600 Per diem/lodging = \$165x2x3 nights Registration = 400	2040					
Visit to Amarillo College to view programs 3 faculty, travel cost = 100; per diem 85	355			355		470 (740 CT)
NISOD Intl. Conf on Teaching and Leadership Excellence, 2 faculty, 2 staff Airfare = 700; per diem, lodging \$90	1780			1780		1780
AACC Conference, 2 faculty, airfare: \$650; per diem lodging /\$175x2x2 nights; registration \$500		1850			1550	
Academic Development SI Program Conference UMKC Travel= \$500; per diem/lodging 434 x2				2150		
Texas Great Teaching Round Up Travel 150; Reg/room/board X5	2650			2650		2650
Noel Levitz Conference on Retention					2900	2900
TX Counselor's Assoc. Conference; 1 staff airfare \$350; per diem/lodging/reg; \$515						865
TCCTA Conference; 4 faculty mileage: \$419; per diem, lodging, registration: \$1000				1419		

Trav	ıel	To	fa	le٠

\$7.865	\$4.690	\$8,354	\$6.240	\$8,195
Year 1	Year 2	Year 3	Year 4	Year 5
2003 - 2004	2004 - 2005	2005 – 2006	2006 – 2007	2007 - 2008

4. Equipment

Computer workstations will be required for the Student Success Center, which will incorporate the writing and math labs. These computers will provide students with access to computer-aided and multimedia-aided instruction to support testing of the modified courses. Computer workstations will be required for faculty participating in the course modifications to support CAI integration. Additional multimedia equipment to be purchased includes: overhead projectors, digital cameras, a slide scanner, a digital camcorder, and other supporting equipment. These expenditures are required for faculty access to technological resources to integrate interactive, multimedia resources into the curriculum and provide students with opportunities for interactive, collaborative learning. Software will be purchased through a five-year purchase agreement and will be needed to improve information infrastructure upon which to develop new retention systems/services such as advising and student tracking. Software programs to be integrated into the Student Success Center will be purchased in appropriate years according to the activity development scheduled.

Student Success Center and Smart Classrooms Software and Computer Stations		Year 2	Year 3	Year 4	Year 5
Dell Optiplex GX260 Pentium 4 3.06 GHZ w/ DVD player (Smart Classroom Faculty Work Center)	13560	5085	13560	13560	13560
Dell Power Edge 2600 Xeon 2.4 GHZ Server	2438				
Shelving storing and filing cabinets SSC	2500	2500			
Dell Optiplex GX260 Pentium 4 2.0 GHZ (Student	11310	11310		11310	

GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM

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FORM APPROVED OMB NO.

EXP DATE: 12/31/03

1	Name of Applicant Institution:	Frank Phillips College	2. Activity Title: Improvement of Academic
1	rame of Applicant Institution.	Frank I minps Conege	
			Student Services and Faculty/Staff
			Development for Student Success

Success Center)					
24 Student Gateway mobile Wireless lab (3 labs x 24			30174	30174	30174
stations)					
Software for faculty projects	1500	1500			
Student ID Scanner System for SSC Tracking	1600				
Category VI cable and various network cabling	2100			2100	
accessories					
Kodak DC3400 Digital Zoom Camera	360	360			
PowerCampus Student Information Software Upgrade	23500	23500	33500	33500	33500
and Interface modules					
Supplemental Reading/Writing Software Package	6930				
Epson LCD Proj. Powerlite 730C for screen projection		9424	9424	9424	9424
Instructional Software Package		5136	5136		
Elmo EV2000 Visual Presenter					4541
Sony MiniDV Camcorder				2159	
Sanyo 35 inch color TV				580	
Phillips DVD/VCR Combo				199	
HP Laserjet 4200 N Monocromatic Printer (2)			3262		
Noel Levitz Academic Advising and Student Success	6150				6150
Retention Package					
Noel Levitz Retention Management System		1850			
ESL Software Package	2438				
Faculty laptops Gateway Solo 1200 (5)					10360
Software for Faculty Projects				2094	2094

Equipment Totals

\$74,386	\$60,665	\$95,056	\$105,100	\$109,803
Year 1	Year 2	Year 3	Year 4	Year 5
2003 – 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008

5. Supplies

The monies allocated for supplies are for anticipated daily use items such as: office supplies, computer-related supplies and repair, and other daily consumable items.

Supply Totals

2003 - 2004	2004 - 2005	2005 2006	2006 - 2007	2007 – 2008
Year 1	Year 2	Year 3	Year 4	Year 5
\$2.500	\$5,000	\$5,000	\$5,000	\$5,000

6. Contractual

Throughout the five-year grant period, external presenters will be used to assist with topics related to faculty development and student services.

Year One: An expert in supplemental writing programs, developmental writing and reading, technology in the classroom, and curriculum development will be brought to the college for faculty workshops. In addition, a consultant in orientation will be brought in for faculty advisors and Student Services staff.

Year Two: An expert in supplemental mathematics programs and science lab instruction will be brought to the college for faculty workshops. Consultant(s) to train faculty and staff to work with diversity will also be brought in.

GRANT APPLICATION FOR THE STRENGTHENING **INSTITUTIONS PROGRAM**

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OTHER BUDGET INFORMATION FOR SUMMARY BUDGET

1.	Name of Applicant Institution:	Frank Phillips College	2. Activity Title: In	nprovement of Academic
Ī			Student Services and	Faculty/Staff
			Development for Stu	ident Success

Year Three: Experts in business and technology programs, and curriculum alignment will be brought to the college for faculty workshops. In addition, a consultant in pre-enrollment assessment will be brought in for faculty advisors and Student Services staff.

Year Four: Consultant(s) will be brought in for training in the new student support software modules purchased during this year for all staff and faculty. In addition, consultant(s) will be hired to assist with incorporation of Collaborative Learning Strategies;

Year Five: Experts in business and industry partnerships and instructional techniques that use technology will be brought to the college for faculty workshops. In addition, a consultant in enrollment management will be brought in for training in the new student support software modules purchased during this year for staff and faculty.

Contractual Totals

				·	
2003 – 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	
Year 1	Year 2	Year 3	Year 4	Year 5	
\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	

7. Construction

Construction will be required to renovate existing space and build the new Student Success Center, which will house the writing and math labs as well as other supplemental instructional equipment. Construction costs are realized in Years 1 and 2. Following is a breakdown of major categories:

Electrical:	\$10,500
Plumbing:	\$3,290
HVAC:	\$4,500
Wood:	\$6,000
Flooring:	\$10,550
T-Bar Ceiling:	\$7,000
Misc. Supplies:	\$1,500
Labor:	\$22,489
ction Totals	
2002 2004	0004 000

Constru

2003 – 2004	2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008
Year 1	Year 2	Year 3	Year 4	Year 5
\$38,159	\$25,120	0	0	0

8. Other

None

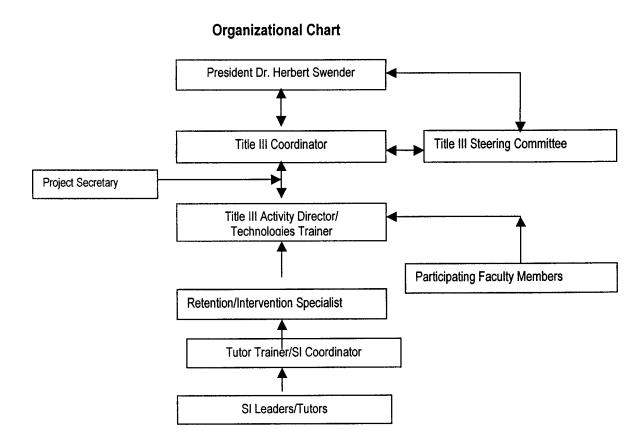
Total Request for Activity

2003 - 2004	2004 – 2005	2005 - 2006	2006 - 2007	2007 - 2008
Year 1	Year 2	Year 3	Year 4	Year 5
311,235	311,913	310,091	302,554	301,226

B. PROJECT MANAGEMENT PLAN NARRATIVE

607.22 (e)(1) To what extent are the procedures for managing the project likely to ensure that the institution will efficiently and effectively implement the project? 5 points

607.22 (e)(2) To what extent do the project coordinator and activity director(s) have sufficient authority to conduct the project effectively, including access to the president or chief executive officer? 5 points



President Herb Swender will be personally responsible for overall supervision of the Title III project, ensuring project quality and a positive impact on the institution. Coming from a family where both parents were educators, the president wholeheartedly supports efforts to build retention through increased success of our underprepared, at-risk students. Dr. Swender will assume responsibility for assurance that all project management and evaluation objectives are met and will have final responsibility for operating the institution in accordance with policies of FPC and the Texas Higher Education Coordinating Board (THECB).

The THECB is the agency responsible for the establishment, control, administration, and supervision of the Texas system for higher education. Any activities undertaken by the college must

comply with procedures and policies required by the board. Although the president will have the ultimate responsibility for effective use of Title III funds and implementation of grant activity, he will delegate authority to the Title III Project Coordinator for overall daily management of the project. To ensure that the Title III Project Coordinator will have full authority and autonomy to administer this project involving more than one major divisional unit of the college, the Title III Project Coordinator will report directly to the president. Because Dr. Swender will be directly involved in the project, he will receive frequent, substantive project updates and hold regular strategy sessions with the Project Coordinator and the Activity Director.

The Title III Coordinator will have management responsibility for and supervisory authority over the Activity Director. The Coordinator will also exercise administrative control over the activity components and have primary responsibility for accomplishing activity objectives and verifying each accomplishment. The Title III Coordinator will have access to other key administrators of the college as appropriate and necessary. The president, Title III Coordinator, and Activity Director/TT will also be part of a *Title III Steering Committee* which will monitor all Title III activities and function as a liaison between the Title III project and the college community.

Title III Coordinator (.50 FTE): Because the Title III Coordinator is essential to the project's success, Dr. Swender and his Administrative Council have discussed at great length the appropriate background necessary for the effective leadership of this Title III project, determining that the individual qualified for this critical position must have a distinguished record as an administrator and demonstrable experience in management of categorical funds. Mr. Preston Haddan, who currently serves as Director of Extended Education, will assume the duties of Title III Coordinator. Mr. Haddan is an excellent federal grants manager and has the evaluation experience necessary to administer a project of this magnitude and of such major importance to the institution. His resume is included.

Responsibilities

- Seek extensive college-wide input and continued involvement to ensure the development, implementation, and evaluation of project. Assume responsibility for meeting Title III objectives.
- Assure that purchasing procedures for Activity are followed in accordance with established fiscal policies and procedures.
- Prepare reports and monitor budget.
- Assume responsibility for timely completion of all development and pilot-test phases and completion of project objectives, as detailed in the project implementation plan.
- Supervise and monitor Activity Director/TT; participate in the selection of college faculty and consultants to perform annual Title III tasks.
- Establish and maintain effective communication channels and procedures to assure that the operation of the project remains congruent with the goals of overall institutional development.
- Work with Activity Director/TT to communicate an informed understanding of the objectives of the Title III project to all college constituencies.
- Assist in the recruitment of key program personnel and assist staff in the coordination of external resource personnel.
- Remain current regarding Title III and U.S. Dept. of Education policies and grant terms/conditions and assure that the program operates in compliance throughout the period of federal support.
- Coordinate the writing and submission of annual project performance reports.
- Authorize any and all expenditures in the Title III project and maintain control over the budget and responsibility for the appropriate utilization of funds.
- Ensure all external contract arrangements are operating and executed according to policy, and work with college personnel to conduct necessary bidding where appropriate or required.
- Ensure that internal formative evaluations are carried out according to Evaluation Plan and that a complete summative program evaluation is accomplished at the end of each year and at the end of the project.
- Assure that the evaluation process includes anticipated results required to measure success of both measurable objectives and implementation strategies and impact of the project upon the college.

Qualifications

- A minimum of a Master's Degree.
- At least five years of administrative experience in higher education.
- Experience with direct management and evaluation of special projects.
- Familiarity with the Title III program.
- Strong interpersonal and communication skills.
- A demonstrated ability to work as a member of a leadership team.
- Experience in budgeting and managing an administrative unit.
- Experience in working with at-risk, underprepared and/or Hispanic students.
- Broad knowledge of educational pedagogy and new methodologies, strategies, and tools, including technologies that support engaged learning and the needs of at-risk and underprepared students.

Project Secretary (50%):

Responsibilities	Qualifications
Compose correspondence; document minutes from committee	Minimum of a two-year
meetings; input a variety of correspondence, memoranda, reports, and other materials.	college degree. • At least three years

- Receive mail and identify matters to be assigned in priority order; maintain general and confidential filing; order office supplies and equipment.
- Compose, edit, assemble, coordinate, and word process various documents.
- Research, collect, compile, and compute statistical, financial, and other diverse information into special College and Title III reports; review incoming reports and maintain records for accuracy, completeness, and conformance to Title III and College rules and regulations.
- Arrange and schedule visitors, set up appointments, screen visitors and telephone calls and refer to appropriate staff members; make travel arrangements for Title III staff.
- Train office clerical personnel; make arrangements for meetings and notify participants.
- Assist in the development and coordination of office or program activities; identify and prioritize conflicting work assignments.

- experience in an administrative office.
- Experience with purchasing and payroll records.
- General knowledge of word processing, database management, and spreadsheets.
- Strong interpersonal skills.
- Strong written and oral communication skills.

The Activity Director/TT (see description in Key Personnel section) will have management responsibility for and supervisory authority over all project staff members. She will have administrative control over the activity components and primary responsibility for accomplishing the objectives of the activity and for verifying each accomplishment. The Activity Director/TT will report to the Title III Coordinator but will have access to the president and other key administrators of the college as appropriate and necessary.

The president will appoint a Title III Steering Committee, comprising administrators, staff, faculty, students, and community members, which will have primary responsibility for selecting and recommending an external evaluator, reviewing Title III mid-year and year-end reports, and recommending any needed changes or improvements. The Title III Coordinator will be well positioned to work and communicate directly with the deans, division chairs, and governance leaders and will have immediate and regular communications with key institutional administrators. Outcomes are charted with the procedures and strategies Mr. Haddan will use to manage and monitor progress. The table below summarizes procedures that the Title III Project Coordinator will use to inform key administrators and enable them to amalgamate

project activities with related ongoing college planning, management, and evaluation.

The Title III Coordinator will develop and modify, as needed, a comprehensive *Project Manual* which will specify all policies and procedures, detail staff responsibilities and lines of authority, list specific job descriptions for all Title III project staff, provide examples of all required forms, and define how to follow reporting procedures and timelines appropriately. Copies of this document will be distributed to all Title III staff and other appropriate institutional personnel.

The college will maintain all Title III funds as separate and restricted funds. As with all federal funds supporting college functions, separate books will be maintained for Title III funds. The Business Office will prepare monthly financial status reports for the Coordinator. The same independent auditors who annually review college accounts per state regulations will prepare an annual report accounting for all federal funds received and disbursed. FPC operates in full accordance with the procedures and guidelines established by the federal and state government in handling funds. Federal funds provided to carry out this Title III project will *not* be used to replace or supplant funds which would otherwise support such activities. Past evaluations and auditing records of FPC's management of federal funds have shown the college to be fiscally responsible.

	Procedures Used to Monitor Progress of the Project					
Regular Title III	Monthly Progress Reports; Monthly	Mid-Year (Formative)	Year End (Summative)			
Staff Meeting: Time and Effort Reports	Budget Reports; Yearly Audits	<u>Reports</u>	Reports			
Title III Project Coordinator will	Monthly Progress reports will reflect progress toward project objectives and strategies; include problems and	Identify progress toward objectives, problems and	Summarize progress to date in meeting objectives; include			
meet weekly with Activity Director and staff.	remedies.	remedies that are proposed to address	recommended actions for adjusting objectives			
	Monthly Budget reports will be prepared by the Business Office and	problems	or problem correction.			
Time and effort	reviewed by the Title III Project	Completed by Activity	Completed by Activity			
reports completed by Title III staff and	Coordinator.	Director/TT, submitted to Title III Coordinator,	Director/TT and Title III Coordinator, submitted to			
faculty participants, submitted monthly.	All expenditures will be audited annually by an external auditor.	and staff.	president, Title III Staff, Dept. of Ed.			
	Monthly Progress reports completed		2 opt. 0. 24.			

	by Activity Director/TT; submitted to Title III Office by end of each month Budget reportsBusiness Office:			
	AuditsExternal Auditor.			
	Procedures for Providing Information to Key Administrators			
Title III	To maximize communication and eliminate isolation, the Title III development project will be			
Representation in	integrated into the existing governance structure of the college. Title III Coordinator will			
Standard	serve on the Student Services Council and the Planning Council. The Activity Director/TT			
Governance and	will serve on the Instructional Council, which meets regularly with the Dean of Instruction for			
Committee	planning, coordinating, and exchanging information.			
Structure:				
Campus Newsletter:	The Title III Coordinator will write a regular column in the FPC faculty/staff newsletter.			
Special Title III Newsletter:	As newsworthy results are compiled, an occasional special edition of a Title III Newsletter will be printed and distributed to the entire college community. It is anticipated that this would be printed just a few times a year and would feature special topics or events.			
Annual Reports:				
Steering Committee:	Regular meeting schedule and applicable sub-groups will be established.			
Title III Web site:	Frequently updated site will offer information reported by Title III Coordinator and other faculty leaders and participants on the progress of the project and its central role in FPC's future.			

PROPOSED TITLE III COORDINATOR Harold Preston Haddan, Jr. 6941 Bentwood, Amarillo, TX 79109 (806) 274-5311, ext. 775 phaddan@fpc.cc.tx.us

EDUCATION

Education Specialist Degree Candidate in Leadership and Technology, Pittsburg State University, KS Master of Science Degree, Community College Education/Administration, 1994, Pittsburg State University, Bachelor of Science Degree in Business Administration, 1976, Baker University, Baldwin, KS

EMPLOYMENT BACKGROUND

1999 - Present, Frank Phillips College, Borger TX

Director of Extended Education

- Off-campus Academic Officer and Distance Education Coordinator
- Serves as the chief continuing education and community service advocate in the college's service area by developing and maintaining positive linkages with area school districts and education leaders
- Writes, administers and evaluates the college's Carl Perkins Program Improvement grants and, with faculty, coordinates strategies to incorporate and expand technology in workforce education

1989 - 1999 Independence Community College (ICC), Independence, KS

1989-1993 Adult Basic Education Instructor, Program Director

- Coordinated Adult Basic Education activities with the on-campus developmental studies and testing /tutoring programs.
- Initiated a Carl Perkins funded Adult Education program located in the Montgomery County Corrections facility. This program remains active.
- Facilitated the relocation of ICC's Adult Basic Education program off-campus to provide better facility access to non-traditional adults.
- Wrote and administrated ICC's federal, state, and county annual Adult Basic Education grants
- Administered the college's Adult Basic Education budgets
- Developed with staff, innovative instructional approaches for students with learning disabilities.

1993-1997 Director of Vocational/Technical Activities

- Responsible for the development and implementation of ICC's Carl Perkins Program Improvement Grant and budgets
- Tech Prep grant and budget Coordinator until grant ended in 1996.
- Collaborated with the Technology Division to produce Tech Prep articulation agreements with four area high schools
- Responsible for all vocational/technical reports required by the Kansas State Department of Education
- Coordinated technical program development with technology faculty
- Collaborated with the institution's Technology Committee to utilize Carl Perkins grant funds to expand technology in campus classrooms

1997-1999 Director of Technology and Career Services

- Coordinated a partnership between ICC and the Southeast Kansas Technical School to locate an extension site in Independence.
- Developed a plan for implementing a FAA certified Airframe and Powerplant program at the Independence Municipal Airport
- Coordinated all Carl Perkins Program Improvement grant activities
- Coordinated curriculum development of the institution's technology programs.

C. EVALUATION PLAN NARRATIVE:

607.22 (f)(1) To what extent are the data elements and data collection procedures clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan? 5 points

607.22 (f) (2)To what extent are the data analysis procedures clearly described and to what extent are they likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan? 5 points

Management of the project evaluation process will be one of the most important responsibilities of both the Title III Coordinator and the Activity Director/TT. The project evaluation process is essentially in place as part of FPC's current annual planning and institutional assessment process. In the context of priorities established by the president, measurable goals and objectives, activities to meet them, and criteria for evaluation are defined by the administrative divisions. The head of each administrative area serves on the President's Strategic Committee of Planning and Evaluation (SCOPE), the administrative council, which reviews each divisional plan and merges these into a single planning document.

Planning for the Title III project has included the identification of data elements, data collection procedures, and data analysis procedures that will be used to measure the attainment of activity objectives. These data elements and collection/analysis procedures will include both qualitative and quantitative analysis and will be used to measure the success of the project in helping FPC meet the goals of the CDP and the objectives of the Activity. Recommended remedial actions will be identified and included in formative reports to be distributed to all Title III staff and the Steering Committee. A summative evaluation report will be completed at the end of each project year, detailing success in achieving objectives, identifying problem areas, and prescribing remedial actions needed. This report will be distributed to Title III staff, the president, the steering committee, and federal authorities. A summary of the report will be distributed campus-wide and to the public.

The Title III Coordinator and other key Title III personnel will participate in institution-wide planning by serving on the SCOPE committee and other appropriate committees, assuring that evaluation of the

Title III project will not be a peripheral activity, but one which is tightly integrated with existing institution-wide planning operations and, as stated earlier in this proposal, a high priority of President Swender and his Administrative Council. Carefully planned and implemented evaluation techniques are essential for effective institutionalization of project activities.

The Title III Project Coordinator is ultimately responsible for monitoring progress towards annual objectives and will maintain regular contact with all personnel directly associated with Title III activities.

Realistic timelines have been established for each sequential task so that the Coordinator will be able to determine if tasks are being completed according to plan or if timeframes should be modified to address emerging problems.

Justification for External Evaluator: FPC has found, through experience with other federal projects, that the accountability and credibility offered by external evaluation is of great use, providing an objective view of progress achieved and allowing the college to assess how this progress has contributed to overcoming the defined institutional deficiencies and problems. Given the scope and magnitude of this project, this degree of accountability can best be achieved by an appropriately trained, experienced, and detached Title III evaluator. An experienced evaluator can also anticipate future problems that the institution may not foresee and suggest ways to strengthen the effectiveness of its activities. External evaluation calls for engaging the services of a consultant to conduct formative and summative evaluations and assist in establishing the overall design of the evaluation system.

An external evaluator is requested for selected project years (one, three, and five). In the initial year, an external expert in Title III and evaluation will be engaged to assist in establishing initial evaluation systems. A strong start to this complex project is essential. In the third year of the project, an external consultant with appropriate experience will be requested to conduct an interim assessment of progress toward objectives set within both the Activity and the CDP. In the fifth year, external consultation will be requested to assist with the final summative assessment of the project's impact on the institution. Each

external evaluation consultant will make site visits to FPC and be available to provide consultation and information needed to implement the evaluation plan. External evaluators will be well-qualified individuals (not currently employed at FPC) contracted to provide expertise needed to assess all dimensions of the Title III project.

Responsibilities	Qualifications
 Contribute information concerning appropriate methodology particularly as used by other colleges for similar projects and recommend research design and procedures for the Activity and projected outcomes. Conduct a review of the progress of the evaluation process and the administrative management operation of the project and report to the college on its status with specific recommendations for improvements if required. Submit written reports on an annual basis to the college. 	 Three years experience in evaluating federally funded projects, preferably Title III. An understanding of evaluation procedures for Title III grants. An understanding of regulations governing Title III grants. An extensive familiarity with community colleges. Experience in training faculty in educational procedures and institutional self-study. Experience with regional accreditation. Background knowledge in evaluation processes and procedures used in higher education. Background in the application of technology to higher education development and operations.

Summary Of Data Elements & Collection Procedures/Analysis For Formative/Summative Evaluation

<u>Preparation Data:</u> measure student preparation for academic work and demographic data about at-risk and general student populations. These data elements describe student skills and characteristics before exposure to program components, thus providing a baseline for subsequent comparisons. Preparation data will include baseline reading, writing, and mathematics skills of entering students; demographic characteristics of at-risk student groups; and assessment results.

<u>Enrollment Data:</u> include data elements related to student course and program enrollments such as student enrollment in transfer, degree, and certificate programs; at-risk student enrollment; and numbers of applicants registering for courses.

Outcomes Data: measure student performance. These data include both traditional course outcomes (e.g., retention and course grade) and performance-based outcomes. Included may be enrollment, retention, course success, persistence, and probationary student data.

<u>Completion Data:</u> measure whether students complete their educational goals, including degree completion, transfer, and achievement of transfer-preparedness. Included will be the number of at-risk students completing degrees, certificates, transfer-ready status, and the time taken to complete degree, certificate, or transfer-ready status.

<u>Program Data:</u> measure aspects of non-student-related activity including faculty development/use of new methodologies (number of faculty involved in training, faculty satisfaction with the training program, faculty use of technology and diversity in the classroom, etc.) and other indicators of grant activity effectiveness.

Data Collection and Analysis Procedures

Data collection will center on gathered results of related activity implementation strategies studied in terms of CDP goals and objectives. Baseline data will be added to that which has already been collected. All baseline data must be collected and evaluated by the beginning of each year in order to establish initial levels for comparison purposes. Data elements will be collected continuously as each strategy implementation is complete. Most of the quantitative data elements will be collected from databases in the college's information system, which will allow evaluation staff to access information on student retention, persistence, success, completion, and most other objective and quantitative student data.

Data collection strategies include surveys, focus group interviews, qualitative observation, and accounting techniques. Data analysis techniques will include basic measures of central tendency such as mean, median, standard deviation, and tabular analysis employed for the purposes of providing clear and descriptive formative and summative data on the impact of the grant. For example, retention and student course persistence rates by age and gender will be analyzed as will trends related to revenues. Correlation and regression statistic techniques will be used to identify the strengths of the relationships between

variables, such as between improved student course performance and retention, as well as to predict the effects of variables on one another, such as enhanced student course persistence on revenues.

Sample questions for qualitative evaluation:

- Were opportunities for training readily available and accessible, without barriers to participation?
- What recommendations can you provide to improve the program?
- How has the project been viewed by campus and community constituent groups?
- Do matching statistics merit continuation of the project as planned, or have significant modifications been identified by the results?
- Were all components fully institutionalized by the end of the project?

607.22 (g) To what extent are the proposed costs necessary and reasonable in relation to the project's objectives and scope? 5 points

GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM TITLE III, HIGHER EDUCATION ACT, AS AMENDED	OR THE STREI PROGRAM ER EDUCATION,	PLICATION FOR THE STRENGTHENING INST PROGRAM TITLE III, HIGHER EDUCATION ACT, AS AMENDED	ritutions		ACTIVIT	ACTIVITY NUMBER PME	PAGE NUMBER		NUMBER OF PAGES		FORM APPROVED OMB NO. EXP DATE: 12/31/03
	A	ACTIVITY BUDGET (To be completed for every major activity for which funding is being requested)	(To be co	npleted for every n	najor activi	ty for which funding	j is being r	equested)			
1. Name of Applicant Institution: Frank Phillips College	Frank Phi	Ilips College			2. A	2. Activity Title:	PROJECT	PROJECT MANAGEMENT			
3. Budget Categories by Year	L	First Year	S	Second Year	F	Third Year	Ē	Fourth Year		Fifth Year	Total Funds Requested
Object Class	% of	Funds	% of	Funds	% of	Funds	% of	Funds	% of	Funds	
- 1		שבלחבפובח	alle	naisanhau	ב ב	Vednesien	2	naisanhau	<u>e</u>	pelsanbau	د
a. Personnel (Position Title) Project Director	20%	24.000	20%	24,720	20%	25,462	20%	26.226	20%	27.013	127.421
Project Secretary	20%	9,250	20%	9,528	20%	9,813	20%	10,108	20%	10,411	49,110
	·										
							-				
SUB-TOTAL		33,250		34,248		35,275		36,334		37,424	176,531
b. Fringe Benefits – 30%		9,975		10,274		10,583		10,900		11,227	52,959
c. Travel		2,479		2,479		2,479		2,479		2,479	12,395
d. Equipment											
e. Supplies		3,856		3,856		3,856		3,856		3,856	19,280
f. Contractual		3,100				3,100				3,100	9,300

270,465

58,086

53,569

55,293

50,857

52,660

i TOTAL DIRECT CHARGES
ED FORM 851A-4

Construction Other

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GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM

Title III, Higher Education Act of 1965, as amended by Public Law 102-325

FORM APPROVED OMB NO.

EXP DATE: 12/31/03

OTHER BUDGET INFORMATION FOR SUMMARY BUDGET

1. Name of Applicant Institution: Frank Phillips College 2. Activity Title: Project Management & Evaluation

3. Remarks

A. PERSONNEL COSTS

1. Title III Project Coordinator (50%)

The Title III Steering Team has determined that the most appropriate person to serve as the Title III Project Coordinator is Mr. Preston Haddan. He will supervise and coordinate Title III activities and ensure that all timelines and objectives are met successfully. He will supervise the Activity Director/TT. Title III funds will be used to pay 50% of his salary including a 3% annual increase to allow for cost of living (COLA) raises. FPC will continue to pay fringe benefits for 50% of his salary during the grant.

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
24,000	24,720	25,462	26,226	27,013
(0.50)	(0.50)	(0.50)	(0.50)	(0.50)

2. Project Secretary (50% Project Management/50% Activity)

This is a new, part-time clerical position under the direction of the Title III Project Coordinator. This position will be hired to provide clerical support for the project and will not be retained after the project. Half of this position's salary is presented in the Activity Budget. A 3% annual increase is included to allow for cost-of-living (COLA) raises.

9,2	3-2004 250 .50)	2004-2005 9,528 (0.50)	2005-2006 9,813 (0.50)	2006-2 10,108 (0.5		2007-2008 10,411 (0.50)
TOTAL	2003-2004	2004-200	05 2005-		2006-2007	2007-2008
SALARIES	33,250	34,248	35,2		36,334	37,424

B. FRINGE BENEFITS (30%)

Fringe benefits are calculated at 30% for full-time (including 17.6%--Taxes and Retirement; 8.4%--Health/Life Insurance; 4%--Workers Compensation).

TOTAL	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
BENEFITS	9.975	10.274	10.583	10.900	11.227

C. TRAVEL

Travel costs are computed for the Title III Project Coordinator and the president to attend the annual Title III Conference in Washington, D.C. each year.

Lodging	4 nights @100X2	\$800.00
Airfare	2 @ \$500	\$1000.00
Meals	<u>2@\$1</u> 12=	\$224.00
Rental Car		\$400.00
Parking/tolls		\$55.00

TOTAL	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
TRAVEL	2,479	2,479	2,479	2,479	2,479

D. SUPPLIES - COSTING LESS THAN \$5,000

GRANT APPLICATION FOR THE STRENGTHENING INSTITUTIONS PROGRAM

Title III, Higher Education Act of 1965, as amended by Public Law 102-325

FORM APPROVED OMB NO.

EXP DATE: 12/31/03

OTHER BUDGET INFORMATION FOR SUMMARY BUDGET

1. Name of Applicant Institution: Frank Phillips College 2. Activity Title: Project Management & Evaluation

The following list of supplies will be used for project management materials, report writing, record retention, and Project evaluation.

Supplies		Quantity	Unit Cost	Unit	Total
Paper		288	2.00	Reams	576.00
Toner		4	150.00	Cartridge	600.00
Files		10	3.00	Box/50	30.00
Labels		5	8.00	Box/laser	40.00
Hanging	File Folders	2	10.00	Box/50	20.00
Notepad	S	20	5.00	Box/12	100.00
Compute	er Disks	20	7.00	Box/10	140.00
Envelope	es	10	10.00	Box	100.00
Copies		25,000	.07	Page	500.00
Miscellaneous					1,750.00
TOTAL	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
SUPPLIES	3,856	3,856	3,856	3,856	3,856

E. CONTRACTUAL

The process of evaluation will play an important role in helping the college achieve self-sufficiency by ensuring achievement of specific objectives and performance to support development, facilitating institutionalization of successful programs. Internal evaluation strategies will involve substantial commitment of time and effort on the part of many people within the institution. An External Evaluation Consultant will be required in years 1, 3, and 5 to conduct on-site evaluations to ensure valid assessment of all aspects of the Title III project. The budget for this line item is based on the following projected costs.

Consultant Fed Airfare Meals Car Rental mil		2,000.00 800.00 150.00 150.00			
TOTAL CONTRACTUAL	2003-2004 3,100	2004-2005	2005-2006 3,100	2006-2007	2007-2008 3,100
TOTAL PROJECT MANAGEMENT	2003-2004 52,660	2004-2005 50,857	2005-2006 55,293	2006-2007 53,569	2007-2008 58,086

ڞ ယ ത Ċ မှ Name of Institution / Organization: Frank Phillips College 11. Training Stipends 10. Indirect Costs (lines 1-8) (lines 9-11) 12. Total Costs Supplies Travel Fringe Benefits Personnel **Total Direct Costs** Other Equipment Construction **Budget Categories** Contractual Project Year 1 363,895 173,500 363,895 38,159 52,050 74,386 10,344 9,100 6,356 U.S. DEPARTMENT OF EDUCATION NON-CONSTRUCTION PROGRAMS **BUDGET INFORMATION** 201,550 Project Year 2 362,769 362,769 60,665 53,409 U.S. DEPARTMENT OF EDUCATION FUNDS 25,120 8,856 7,169 6,000 **SECTION A - BUDGET SUMMARY** 365,384 365,384 199,837 Project Year 3 41,702 95,056 10,833 8,856 9,100 Applicants requesting funding for only one year should complete the column under "Project Year 1". Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. NOT APPLICABLE NOT APPLICABLE 356,123 356,123 105,100 189,010 Project Year 4 38,437 8,856 8,719 6,000 359,312 359,312 109,803 181,340 39,539 Project Year 5 10,674 9,100 8,856 **Expiration Date:** OMB Control No: (Draft Form) (e) 1,807,483 1,807,483 945,238 225,137 445,010 63,279 41,780 47,739 39,300 Total (f)

GRANT APPLICATION FOR THE TITLE III, PART A PROGRAMS Title III, Higher Education Act of 1965, as amended by Public Law 102-325

FORM APPROVED OMB NO 1840-0114 EXP DATE 03/31/2003

OTHER BUDGET INFORMATION

1. Name of Applicant Institution: Frank Phillips College | 2. Activity Title: Budget Summary

3. Remarks

A. Personnel

Salaries at FPC reflect the general economy and cost of living in Texas. All salaries in this budget are consistent with those paid current employees at the college and are in accordance with college policies and procedures. An increase of 3% is budgeted each year of the grant to cover projected inflation rates.

B. Fringe Benefits

Fringe benefits are calculated at 30%. The benefits include:

17.6%--Taxes and Retirement

8.4%--Health/Life Insurance

4%--Workers Compensation

C. Travel Costs

Title III funds are requested to cover only developmental travel costs, including national and regional workshops, training, and student and consultant trips.

D. Equipment Purchases

The procurement plans for Title III computer equipment and software will be specified to meet the college's requirements. The requirements will include compatibility with existing computer hardware and maximum transfer ability of existing data to any new system software. The total specification will be developed with maximum operating efficiency and economy. Bids will be solicited with these specifications and a decision made based upon (a) compatibility with existing hardware and network systems; (b) ease of conversion; and (c) economy and price. This will occur in addition to standard college procedures for bidding and procurement to ensure proper use of federal dollars. FPC has a strict fund accounting system and all Title III expenditures will be held in separate activity accounts.

E. Consultants and External Business Firms

An important premise upon which the budget is built is that, to achieve long-term viability and self-sufficiency, the college must utilize its current personnel to the greatest extent possible. The college intends to provide currently employed personnel with new knowledge and skills, which will enable them to undertake the development tasks, and as important, will remain as an institutional resource. Bringing external specialists and experts to the campus where they can interact with many faculty and staff members is more cost-effective than providing funds to attend conferences or other such measures. FPC has extensive experience in successfully employing external consultants and/or agencies. When faced with a task requiring external help, the college draws up a carefully thought-out request for bids specifying what services are to be delivered. Names of potential bidders are drawn from college and other fields where national lists are maintained. The college thus has access to the very best in external assistance and the experience in using their services successfully. Contracts are typically awarded on the basis of low bid, but upon occasion other factors such as level of expertise, agency or business experience, etc., override price considerations.

hide names

Status: Submitted

Last Updated: 04/11/2003 1:49 PM

Technical Review Coversheet

Applicant: Frank Phillips College (P031A030295)

Reader #1:

	POINTS POSSIBLE	POINTS SCORED
Selection Criteria		
1. Quality of Applicant's Comprehensive Development Plan	12	11
2. Quality of Applicant's Comprehensive Development Plan	5	5
3. Quality of Applicant's Comprehensive Development Plan	5	5
4. Quality of Applicant's Comprehensive Development Plan	8	7
5. Quality of Activity Objectives	5	5
6. Quality of Activity Objectives	5	5
7. Quality of Implementation Strategy	10	10
8. Quality of Implementation Strategy	10	10
9. Quality of Implementation Strategy	5	5
10. Quality of Key Personnel	7	7
11. Quality of Key Personnel	3	3
12. Quality of Project Management	5	5
13. Quality of Project Management	5	5
14. Quality of Evaluation Plan	5	5
15. Quality of Evaluation Plan	5	4
16. Budget	5	5
TOTAL	100	97

Technical Review Form

PANEL 16: 84.031A Panel Monitor: Reader #2:

Applicant: Frank Phillips College (P031A030295)

1. To what extent are the strengths, weaknesses, and significant problems of the institutions academic programs, institutional management, and fiscal stability clearly and comprehensively analyzed? To what extent does the information about the strengths, and weaknesses and significant problems result from a process that involved major constituencies of the institutions? (12 points)

Strengths: Analysis of strengths, weaknesses and significant problems is extremely thoughtful and comprehensive. It is clear the institution relied on much data to inform its analysis. All major constituencies were involved in providing critical input to the process. The strengths, weaknesses and problems are clearly articulated and include an analysis of the consequences of not addressing the problem. The institution makes clear that the underlying issue is fiscal but that has implication for both institutional management and academic programs.

Reader's Score: 12

2. To what extent are the goals for the institution's academic programs, institutional management, and fiscal stability realistic and based on comprehensive analysis? (5 Points)

Strengths: Goals are realistic and stem naturally from the comprehensive analysis. As noted above the fiscal issues have repercussions for academic programs and institutional management, primarily in the implications of inadequate technology to improve both institutional management and academic programs. The goals address those areas of concern.

Reader's Score: 5

3. To what extent are objectives stated in the plan measureable and related to institutional goals? And, to what extent will the objectives, if achieved, contribute to the growth and self-sufficiency of the institution? (5 Points)

Strengths: Objectives are a mix of measurable and non-measurable statements. Each objective is designed to meet more than one goal, ensuring maximum effectiveness in reaching goals.

be paid with institutional resources? (8 Points)

Strength: The need for eventually institutionalizing the improvements is recognized. It is estimated that the costs, including personnel, can be covered with new revenue derived from increased retention.

Weakness: No estimates were made on the costs to keep the equipment up-to-date, and the funding source is somewhat uncertain.

Reader's Score: 7

5. To what extent are the objectives for each activity realistic and defined in terms of mearsureable results? (5 Points)

Strength: The objectives are all realistic and measurable.

Reader's Score: 5

6. To what extent are the objectives for each activity directly related to the problems to be solved and to the goals of the comprehensive development plan? (5 Points)

Strength: The objectives are all directly related to the problems and goals.

Reader's Score: 5

7. To what extent is the implementation strategy for each activity comprehensive? (10 Points)

Strength: The implementation strategy is comprehensive and detailed. It reflects a good understanding of the solutions to the problems.

Reader's Score: 10

8. To what extent is the rationale for the implementation strategy for each activity clearly described and supported by the results of relevant studies of projects? (10 Points)

Strength: The institution did a very commendable job in providing rationale for the activity by researching the literature, consulting with authorities, examining the practices at peer institutions, and considering local limitations.

Reader's Score: 10

9. To what extent is the timetable for each activity realistic and likely to be attained? (5 Points)

Strength: The timetable for implementation is realistic and

-Technical Review - e-Reader

attainable.

Reader's Score: 5

10. To what extent are the past experience and training of key professional personnel directly related to the stated activity objectives? (7 Points)

Strength: All the key personnel have adequate experience pertinent to their respective tasks.

Reader's Score: 7

11. To what extent is the time commitment of key personnel realistic? (3 Points)

Strength: The time commitment of key personnel is realistic.

Reader's Score: 3

12. To what extent are the procedures for managing the project likely to ensure efficient and effective project implementation? (5 Points)

Strength: The management procedures are well thought out and should lead to an efficient and effective operation.

Reader's Score: 5

13. To what extent does the project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer? (5 Points)

Strategy: The project coordinator and director have the necessary authority to run the project, as well as access to the President.

Reader's Score: 5

14. To what extent are the data elements and data collection procedures clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan? (5 Points)

Strength: The data elements and collection procedures are appropriately designed.

Reader's Score: 5

15. To what extent are the data analysis procedures clearly described and to what extent are they likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan? (5 Points)

Strength: The data analysis procedures are generally appropriate to produce formative and summative results.

. -Technical Review - e-Reader

Weakness: The description of the data analysis could be strengthened by more details on the key areas that will be examined and on how the results will be used and shared.

Reader's Score: 4

16. To what extent are the proposed costs necessary and reasonable in relation to the project's objectives and score? (5 Points)

Budget: The budget is appropriate.

Reader's Score: 5

Status: Submitted

Last Updated: 04/11/2003 1:49 PM

hide names

Status: Submitted

Last Updated: 04/11/2003 1:58 PM

Technical Review Coversheet

Applicant: Frank Phillips College (P031A030295)

Reader #2:

	POINTS POSSIBLE	POINTS SCORED
Selection Criteria		
1. Quality of Applicant's Comprehensive Development Plan	12	12
2. Quality of Applicant's Comprehensive Development Plan	5	5
3. Quality of Applicant's Comprehensive Development Plan	5	4
4. Quality of Applicant's Comprehensive Development Plan	8	7
5. Quality of Activity Objectives	5	5
6. Quality of Activity Objectives	5	5
7. Quality of Implementation Strategy	10	9
8. Quality of Implementation Strategy	10	10
9. Quality of Implementation Strategy	5	5
10. Quality of Key Personnel	7	7
11. Quality of Key Personnel	3	3
12. Quality of Project Management	5	5
13. Quality of Project Management	5	5
14. Quality of Evaluation Plan	5	5
15. Quality of Evaluation Plan	5	4
16. Budget	5	5
TOTAL	100	96

Technical Review Form

PANEL 16: 84.031A Panel Monitor: Reader #2:

Applicant: Frank Phillips College (P031A030295)

1. To what extent are the strengths, weaknesses, and significant problems of the institutions academic programs, institutional management, and fiscal stability clearly and comprehensively analyzed? To what extent does the information about the strengths, and weaknesses and significant problems result from a process that involved major constituencies of the institutions? (12 points)

Strengths: Analysis of strengths, weaknesses and significant problems is extremely thoughtful and comprehensive. It is clear the institution relied on much data to inform its analysis. All major constituencies were involved in providing critical input to the process. The strengths, weaknesses and problems are clearly articulated and include an analysis of the consequences of not addressing the problem. The institution makes clear that the underlying issue is fiscal but that has implication for both institutional management and academic programs.

Reader's Score: 12

2. To what extent are the goals for the institution's academic programs, institutional management, and fiscal stability realistic and based on comprehensive analysis? (5 Points)

Strengths: Goals are realistic and stem naturally from the comprehensive analysis. As noted above the fiscal issues have repercussions for academic programs and institutional management, primarily in the implications of inadequate technology to improve both institutional management and academic programs. The goals address those areas of concern.

Reader's Score: 5

3. To what extent are objectives stated in the plan measureable and related to institutional goals? And, to what extent will the objectives, if achieved, contribute to the growth and self-sufficiency of the institution? (5 Points)

Strengths: Objectives are a mix of measurable and non-measurable statements. Each objective is designed to meet more than one goal, ensuring maximum effectiveness in reaching goals.

Weaknesses: Some of the objectives have unclear, non-measurable language? such as ?achieve 90% availability of information?? not sure how one measures the availability of information. There is also an assumption that an increase in effectiveness (also somewhat non-measurable) can be accomplished by participation in faculty development activities. This is not necessarily true, though one hopes for that outcome. There are three goals in the comprehensive plan for which there are no objectives given.

Reader's Score: 4

4. To what extent does the plan clearly and comprehensively describe the methods and resources the institution will use to institutionalize practices and improvements developed under the project, including in particular, how operational costs for personnel, maintenance, upgrades of equipment will be paid with institutional resources?

(8 Points)

Strengths: The proposal recognizes that institutionalization refers not only to assuming costs which result from project activities, but making that new practices and procedures are embedded in the daily work life of the institution. There is a specific budget prepared demonstrating increased revenue which would result from meeting project goals. The proposal repeatedly refers to the commitment of the institution to assume all ongoing costs

Weaknesses: The projected revenue are not balanced by a projection of anticipated increased costs, other than for personnel in new positions which will remain after the project is complete. The estimate for ongoing computer maintenance of computers may be low, if maintenance also include upgrades. If it does not, then no figure is given for upgrading and/or replacing equipment in the future. Proposal stated that these items will be paid for from the General Fund Budget but earlier in the narrative, it was noted that there was little money for the General Fund Budget.

Reader's Score: 7

5. To what extent are the objectives for each activity realistic and defined in terms of mearsureable results? (5 Points)

Strengths: Objectives are realistic and measurable. Each objective includes a quantifiable anticipated outcome. The anticipated increases in retention and student academic achievement would appear to be realistic.

Weaknesses: It?s not clear to be whether or not the first objective can be completed in the time frame indicated and

whether you can proceed to the second objective at the same time. The first objective refers to the development of the STARS system; the second objective refers to training faculty and staff in the use of the system. How can you train before the system is created and/or installed?

Reader's Score: 5

6. To what extent are the objectives for each activity directly related to the problems to be solved and to the goals of the comprehensive development plan? (5 Points)

Strengths: The objectives clearly relate to the problems to be solved. Objectives focus on improving those student service which will enhance student success and thus retention; other objectives focus on faculty development which will also enhance student success and retention. Meeting these objective would result in meeting the goals of the CDP.

Reader's Score: 5

7. To what extent is the implementation strategy for each activity comprehensive? (10 Points)

Strengths: Implementation strategy is comprehensive and addresses the objectives of the proposed activity. Implementation strategy addresses both major components of the activity ? STARS and faculty development ? in a way that shows the interrelatedness of the two components.

Weaknesses: Implementation strategy is vague as to whether courses will be revised when identified as ?high risk? or will simply have supplemental instruction as part of the course. Strategy also vague as to whether faculty are actually required to revise courses after receiving training in computer assisted instruction, and other strategies for working with atrisk students.

Reader's Score: 9

8. To what extent is the rationale for the implementation strategy for each activity clearly described and supported by the results of relevant studies of projects? (10 Points)

Strengths: The institution relied on both research literature and practice, within the state and outside, to inform the development of their implementation strategy. They used examples from other community colleges and four year institutions to find the best practices for each component. They did not ignore evidence from successful practices on their own campus. It is clear that the implementation strategy was a carefully developed and well

buttressed by extensive research and review.

Reader's Score: 10

9. To what extent is the timetable for each activity realistic and likely to be attained? (5 Points)

Strengths: The timetable clears up some earlier confusion (see response on objectives of activity) and indicates a realistic approach to accomplishing objectives. Sufficient time appears to have been given for pilot testing, faculty training and implementation of supplemental instruction.

Reader's Score: 5

10. To what extent are the past experience and training of key professional personnel directly related to the stated activity objectives? (7 Points)

Strengths: The Activity Director/Technologies Trainer has the appropriate experience and training to perform these duties. In addition, she is already a member of the institution and has a thorough understanding of the issues faced. The other positions of Retention/Intervention Specialist and Tutor TrainingFacilitator/SI Coordinator have not been filled, but job descriptions and qualifications have been developed. The institution notes that faculty, while not key personnel as defined by official title within the project, will be essential to the project success and has arranged to provide release time for faculty to participate in professional development.

Weaknesses: The section on key personnel does not address the issue of training faculty in other strategies or knowledge besides technology. The narrative notes that there are non-technological strategies which can be used with students with diverse learning styles but it is not clear from whom or where this instruction would come. The section on key personnel raises a concern with the overall program activity in that the section faculty says that all faculty training will be completed by year 5 and no further release time funds will be provided by the institution. The assumption is stated that a handbook and having a cadre of already trained faculty will be sufficient to continue the activities. This may not be enough.

Reader's Score: 7

11. To what extent is the time commitment of key personnel realistic? (3 Points)

Strengths: Time commitment is realistic. All three key players ? Activity Director and two other specialists ? will

participate on a full time basis.

Reader's Score: 3

12. To what extent are the procedures for managing the project likely to ensure efficient and effective project implementation? (5 Points)

Strengths: A strong management plan has been presented. The President intends to remain fully involved and will create a Steering Committee, which will include representation from all major constituencies. Procedures for monitoring progress and reporting on such have been developed.

Reader's Score: 5

13. To what extent does the project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer? (5 Points)

Strengths: The project coordinator will report directly to the President and the position is being filled by an internal candidate who is already familiar with the structure and practices of the college. The Activity Director will report to the Title III project coordinator but is promised full access as necessary.

Reader's Score: 5

14. To what extent are the data elements and data collection procedures clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan? (5 Points)

Strengths: The institution intends to link already existing planning and assessment practices with the evaluation of Title III. Title III personnel will personnel will serve on institutional committee focused on planning to link the project to the ongoing work of the institution. Data elements are clearly described. Data collection will occur as each implementation strategy is finished, as well as at already established times of the year ? end of grading periods, etc.

Reader's Score: 5

15. To what extent are the data analysis procedures clearly described and to what extent are they likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan? (5 Points)

Weaknesses: the question of data analysis was addressed only in the sense of noting what statistical issues would be considered and how data might be disaggregated. There was no discussion of who would review and analyze the data. The data collection processes will provide for summative and formative results.

Reader's Score: 4

16. To what extent are the proposed costs necessary and reasonable in relation to the project's objectives and score? (5 Points)

Strengths: Budget costs are necessary and realistic. Expenses have been fully explained and justified in the narrative.

Reader's Score: 5

Status: Submitted

Last Updated: 04/11/2003 1:58 PM

hide names

Status: Submitted

Last Updated: 04/14/2003 11:15 AM

Technical Review Coversheet

Applicant: Frank Phillips College (P031A030295)

Reader #3:

	POINTS POSSIBLE	POINTS SCORED
Selection Criteria		
1. Quality of Applicant's Comprehensive Development Plan	12	10
2. Quality of Applicant's Comprehensive Development Plan	5	5
3. Quality of Applicant's Comprehensive Development Plan	5	5
4. Quality of Applicant's Comprehensive Development Plan	8	7
5. Quality of Activity Objectives	5	5
6. Quality of Activity Objectives	5	5 .
7. Quality of Implementation Strategy	10	10
8. Quality of Implementation Strategy	10	10
9. Quality of Implementation Strategy	5	5
10. Quality of Key Personnel	7	7
11. Quality of Key Personnel	3	3
12. Quality of Project Management	5	5
13. Quality of Project Management	5	5
14. Quality of Evaluation Plan	5	5
15. Quality of Evaluation Plan	5	5 .
16. Budget	5	5
TOTAL	100	97
		1

Technical Review Form

PANEL 16: 84.031A Panel Monitor: Reader #3:

Applicant: Frank Phillips College (P031A030295)

1. To what extent are the strengths, weaknesses, and significant problems of the institutions academic programs, institutional management, and fiscal stability clearly and comprehensively analyzed? To what extent does the information about the strengths, and weaknesses and significant problems result from a process that involved major constituencies of the institutions? (12 points)

STRENGTHS:

The cited weaknesses for the institution are astounding. The attrition rate is severe, the lack of ANY technological innovation on decision-making and to provide student support services is alarming. The weaknesses provide certainly justify the need for the Title III grant. The weaknesses were clearly explained and detailed from the complexities related to the state higher education funding formula, to the lack of preparedness and training of faculty to infuse technology in education dissemination.

WEAKNESSES:

Strengths were only listed as opposed to specific details about why the strengths are valuable to the objectives stated in the institution. I would liked to have seen more detail here.

Reader's Score: 10

2. To what extent are the goals for the institution's academic programs, institutional management, and fiscal stability realistic and based on comprehensive analysis? (5 Points)

STRENGTHS:

The goals are clearly specified and relate directly to the identified strengths, weaknesses, and problems. The goals appear to have been derived directly from the weaknesses and problems of the institutions, which is important if true institutional development is to occur. The institutional, academic, and fiscal stability goals are certainly realistic and viable based on the stated institutional problems of high student failure and attrition, limited access to critical student information, and inadequate fiscal resources.

WEAKNESSES: No weaknesses were identified in this section.

Reader's Score: 5

3. To what extent are objectives stated in the plan measureable and related to institutional goals? And, to what extent will the objectives, if achieved, contribute to the growth and self-sufficiency of the institution? (5 Points)

STRENGTHS:

The objectives were clear and measurable, in the context of the institutional goals. The objectives will surely be achieved and contribute to the growth and self-sufficiency of the institution. The matrix provided in the proposal shows a clear and direct correlation between the institutional goals and the measurable objectives. Objectives such as the desire for a 50% decrease in the number of faculty utilizing antiquated, traditional classrooms, and lecture-oriented teaching methods, is a good example of a measurable objective that directly relates to the institutional goals strengthen instruction and alternative delivery methods appropriate for at-risk, underprepared populations; employ education outcomes assessment that fosters the routine improvement of academic programs; and strengthen education outcomes by incorporating technology into course delivery.

WEAKNESSES:

No weaknesses were identified in this section.

Reader's Score: 5

4. To what extent does the plan clearly and comprehensively describe the methods and resources the institution will use to institutionalize practices and improvements developed under the project, including in particular, how operational costs for personnel, maintenance, upgrades of equipment will be paid with institutional resources?

(8 Points)

STRENGTHS:

The multilateral support of the activities incorporated into this proposal, by a variety of institutional stakeholders (faculty, staff, students, and community members) via the planning process for this grant, goes a long way to ensure the institution's successful institutionalization of the practices and improvements developed under the project. The train-the-trainer activities will also go a long toward successful institutionalization because it will ensure the perpetuation of institutional knowledge and the proliferation of best practices. Facilities planning has also taken place to ensure the full physical institutionalization of the proposed activities. The incremental institutionalization of personnel costs is also smart and will be effective in the long-term maintenance of key personnel procured via this grant.

WEAKNESSES:

The costs associated with maintenance of technological upgrades is proposed to be retained by the institution. However, the institution discusses in the strengths, weaknesses, and problems section, how unstable its fiscal capacity has been. Therefore, I am concerned that the institution is not being realistic about is capacity to totally and independently institutionalize the mammoth technological changes beyond the duration of the grant, especially with their extremely limited fiscal resources.

Reader's Score: 7

5. To what extent are the objectives for each activity realistic and defined in terms of mearsureable results? (5 Points)

STRENGTHS:

The objectives for the activities are realistic and defined in terms of highly measurable results. The applicant has put due dates into place, as well as benchmarks for objective attainment. The institution breaks the objectives down into those it seeks to accomplish each award year. The objectives related to the Student Tracking, Assistance, and Response System (STARS) were the most compelling, as tangible and measurable results can definitely result from their attainment. The applicant clearly demonstrates a resolve and a well-defined need to accomplish these objectives, which also makes them more realistic, in light of their strengths.

WEAKNESSES:

No weaknesses were identified in this section.

Reader's Score: 5

6. To what extent are the objectives for each activity directly related to the problems to be solved and to the goals of the comprehensive development plan? (5 Points)

STRENGTHS:

The objectives for each activity were directly related to the problems to be solved and the goals of the comprehensive development plan. The applicant identified two key components of from which all objectives emanated: 1) developing and testing new Student Tracking, Assistance, and Response System and 2) Faculty/Staff Development for Student Success. These objectives were directly based on the goals outlined in the comprehensive development plan and the identified problems which necessitated the goals.

WEAKNESSES:

No weaknesses were identified in this section.

Reader's Score: 5

7. To what extent is the implementation strategy for each activity comprehensive? (10 Points)

STRENGTHS:

The implementation strategy for each activity was very comprehensive. The strategy was developed keeping in mind the impact of the activity, as well as the relationship of the implementation strategy to the college goals. The institution very strategically and methodically seeks in its plan to establish the relevant infrastucture-related systems such as the improvement to the STARS technology as well as other curriculum development and dissemination activities. These sorts of baseline activities will be accomplished prior to the developmental pieces related to direct student success. The college clearly recognizes that "Rome wasn't built in a day" and that it must take its time to build the proposed activity piece by piece. In my mind, this formula is almost a guarantee for the institution's success!

Reader's Score: 10

8. To what extent is the rationale for the implementation strategy for each activity clearly described and supported by the results of relevant studies of projects? (10 Points)

Strengths:

The Title III Planning Committee at the applicant institution clearly demonstrated its commitment to the implementation of the proposed activities, through its in-depth research into best practices and pitfalls of relevant projects. To provide the rationale for its implementation strategy, the institution undertook a very thorough examination of literature related to student support services, literature about tutoring and supplemental instruction, and literature on faculty/staff development. The institution also hosted a visit from Dr. Penny Coggins, an expert in Student Success Systems to solicit her input on the insitution's systems, programs, and services. The institution also utilized a reflexive framework to examine its own past experiences as well as programs at other institutions such as Amarillo College and Austin Community College, to inform its thinking.

WEAKNESSES:

No weaknesses identified in this section.

Reader's Score: 10

9. To what extent is the timetable for each activity realistic and likely to be attained? (5 Points)

STRENGTHS:

The timetable appeared to be well thought-out as well as appropriate and realistic for the proposed activities. For each activity careful consideration and flexibility appears to have been incorporated for each activity, to allow for unexpected occurrences and emergencies, as well as reconsideration of proposed timeframes.

WEAKNESSES:

No weaknesses were noted in this section.

Reader's Score: 5

10. To what extent are the past experience and training of key professional personnel directly related to the stated activity objectives? (7 Points)

STRENGTHS:

All of the key personnel have significant training and experiences which will support and assist with the accomplishment of the stated objectives. Further, the key staff members' background with at-risk students is critical, as this is the population upon which the proposed activity seeks to focus. The position descriptions provided were very comprehensive and thorough, but also allowed flexibility for the addition or deletion of duties and responsibilities.

WEAKNESSES:

No weaknesses were noted in this section.

Reader's Score: 7

11. To what extent is the time commitment of key personnel realistic? (3 Points)

STRENGTHS:

The time commitment of the key personnel is highly realistic. This institution is putting the full strength and weight of its personnel resources behind this project, as demonstrated by the allocation of 100% time commitments (for years 1-5) by the Activity Director/Technologies Trainer and the Retention/Intervention Specialist. Also, the commitment of 100% time by the Tutor Training Facilitator/Supplemental Instruction Coordinator in years 2-5 furthers this commitment. This institution is clearly willing to accept nothing but success as far as this project goes, and their time commitment of key personnel clearly demonstrates this.

WEAKNESSES:

No weaknesses were identified in this section.

Reader's Score: 3

12. To what extent are the procedures for managing the project likely to ensure efficient and effective project implementation? (5 Points)

STRENGTHS:

The procedures for managing the project are highly likely to ensure the efficient and effective implementation of the project. The project administrators will utilize regular Title III staff meetings with the requirement of time and effort reports being completed on a monthly basis by staff and faculty participants in the activities. Further, monthly progress reports, monthly budget reports, and yearly audits will be implemented to ensure sound fiscal controls are in place for this grant. Finally, the Title III Coordinator will develop and modify, on an as needed basis, a comprehensive Project Manual which will provide the relevant guidance to key personnel of the policies and procedures related to the grant, staff responsibilities and lines of authority, job descriptions for all staff, examples of required forms and specfic reporting requirements outlined by the U.S. Department of Education and the institution.

WEAKNESSES:

No weaknesses were identified in this section.

Reader's Score: 5

13. To what extent does the project coordinator and activity directors have sufficient authority to conduct the project effectively, including access to the president or chief executive officer? (5 Points)

STRENGTHS:

The president of the college has accepted full responsibility for the successful adminstration and implementation of this grant. The organizational chart included in the proposal clearly shows the direct linkage of the Title III Coordinator and the Title III Steering Committee to the president himself. The president will receive frequent, substantive project updates from the Project Coordinator, and hold regular strategy sessions with the Coordinator and the Activity Director. The narrative also describes the ways in which the president will communicate to the institutional and community stakeholders the authority of the project coordinator and activity director via directives and informational materials.

WEAKNESSES:

No weaknesses noted in this section.

Reader's Score: 5

14. To what extent are the data elements and data collection procedures clearly described and appropriate to measure the attainment of activity objectives and to measure the success of the project in achieving the goals of the comprehensive development plan? (5 Points)

STRENGTHS:

The applicant clearly describes appropriate data elements and collection procedures critical to the successful measurement of the project's achievement of goals and objectives. The applicant will collect student preparation data which will describe student skills and characteristics before exposure to program components, thereby providing a baseline for comparison. This data will include reading, writing, and mathematics skills of entering students, as well as demographic characteristics of at-risk student groups, along with student assessment results. The data collection will also include enrollment data which includes information related to students' enrollment in transfer, degree, and certificate programs, at-risk student enrollment, and the numbers of applicants registering for courses. These data will be collected to provide formative and summative results.

WEAKNESSES:

No weaknesses were noted in this section.

Reader's Score: 5

15. To what extent are the data analysis procedures clearly described and to what extent are they likely to produce formative and summative results on attaining activity objectives and measuring the success of the project on achieving the goals of the comprehensive development plan? (5 Points)

STRENGTHS:

The applicant will analyze the preparation data, the enrollment data, the outcomes data, the completion data, and the program data, in the context of the pre-defined institutional goals. The data will be analyzed to include basic measures of central tendency including mean, median, and standard deviation, as well as tabular analysis for the purpose of providing clear and useful formative and summative data on the impact of the grant on the institution's development. Correlation and regression statistical techniques will also be employed, consistent with established methods of quantitative evaluation, then the data will be analyzed in narrative format to provide the qualitative results. Thus, the defined procedures are highly likely to produce formative and summative results.

WEAKNESSES:

No weaknesses were identified for this section.

Reader's Score: 5

16. To what extent are the proposed costs necessary and reasonable in relation to the project's objectives and score? (5 Points)

STRENGTHS:

The budget was very clearly explicated and allowed me to easily deduce that the proposed costs are neceseary and reasonable in relation to the project's objectives. The narrative section clearly justified each proposed expense, and detailed every expenditure down to the hanging file folders. This amount of thorough detail assures me that the applicant has taken care to research specific costs and probably engage in cost-benefit analyses to determine the budget for this project.

WEAKNESSES:

No weaknesses were identified in this section.

Reader's Score: 5

Status: Submitted

Last Updated: 04/14/2003 11:15 AM